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ABSTRACT

An interdisciplinary career education program called Career Education Activity Kits (CEAK) for grades 3-4 is presented in the document. The materials in the teacher's handbook may be used as an aid to achieve pre-established instructional outcomes. Fourteen career generalizations were utilized to develop the CEAK materials. Each generalization has four career education outcome statements which develop the student's thought processes: (1) identify--activities requiring recognition from the students, (2) compare/contrast--activities providing students with different materials which require comparison, (3) analyze--activities requiring students to identify parts or concepts and the relationship between them, and (4) evaluate--activities requiring students to make judgments about the concepts in the career generalization. The CEAK information sheets are presented for three subject areas: language arts (31 activities), mathematics (five activities), and social studies (10 activities). Each activity guideline includes a career generalization, career objective, performance objective, materials needed, preparation, procedure, and evaluation. Worksheets, transparency masters, evaluation instruments, and other instructional materials are included. Appended materials include the 14 career generalizations and objectives, a list of Career Education Consortium participants, an explanation of the feedback system for assessing the kit's value, and a teacher check list for the feedback system. (Author/EC)

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3-4

CAREER EDUCATION ACTIVITY KIT

ED118962

An interdisciplinary curriculum that reinforces learned capabilities through Career Education.

CE006535

Developed by the
Wichita Career Education Consortium
Curriculum Services Division
Wichita Public School System
July, 1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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PREFACE

The implementation of this Career Education Activity Kits (CEAK) curriculum project was made possible through funds authorized under Part C of the Vocational Education Amendments of 1968. This project was administered through the Division of Vocational Education, State Department of Education, pursuant to Grant No. OEG-0-73-2975 from the U. S. Office of Education, Department of H. E. W.

The opinions expressed do not necessarily reflect the position or policy of the U. S. Office of Education, or the State Department of Education, and no official endorsement by the U. S. Office of Education should be inferred.

The Career Education Activity Kits were developed by curriculum, guidance and teaching personnel of the Wichita Public School system during the summer of 1974. The activities and supportive materials are field test copies only and will be revised according to teacher recommendation. In addition to teacher evaluation, students will be pre and post tested to measure advancement in career concepts.

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WE'D LIKE TO LIGHT YOUR FIRE!

ORIENTATION

Career Education Activity Kits (CEAK, pronounced seek) incorporate the developmental approach to career education into learning center activities for elementary students. The CEAK activities are interdisciplinary and should enhance current instructional goals by reinforcing learned capabilities. The intent is that materials be used as an aid to achieve pre-established instructional outcomes.

The CEAK Program distinguishes activities for all elementary children through three grade level groupings---K-2; 3-4; 5-6. In addition, some activities are appropriate for students with special needs. The material is not sequential, giving students and teachers freedom to enter most activities at any time.

The Wichita Career Education Curriculum Consortium utilized fourteen career generalizations to develop the materials in CEAK. Each generalization has four career education outcome statements that progress the student through an intellectual design that develops the student's thought processes. The intellectual design provides students with identity activities that simply require recognition from the students. Compare and contrast activities provide the student with differing materials that require comparison. The more complicated thought process of analysis is approached through activities that require students to identify parts or concepts and the relationship between them. Finally, evaluative activities ask the students to make judgments that value the concepts inherent in the career generalization.

In addition to the career generalization and career objective statements, each CEAK activity has a performance objective that is written in behavioral terms. The performance objective enables the teacher to easily evaluate student participation.

The philosophy guiding CEAK development was based on the premise that teachers generally do not have time to make hands-on activities that are suggested in standard curriculum guides. Therefore, the materials required in each CEAK activity are provided in the kit. If the activity is a game, then the game is provided in the kit. When spirit masters are needed then thermofax masters can be found in the teachers handbook. Any materials not provided in CEAK are standard classroom supplies that are normally on hand in the classroom.

Teachers are also provided with preparation instructions informing them when an activity requires preparations in advance of the activity. Similarly, procedure instructions are provided to aid the teacher in getting the activity underway.

Finally, each CEAK activity has an evaluative tool included. The evaluation is not required but does provide the teacher with a measurable means of evaluating student performance. Suggested levels of acceptable performance are provided. However, no problem is incurred if the instructors wish to adjust these levels to their situations.

In summary, CEAK is a career education curriculum that actively involves students in learning. The activities are interdisciplinary and are designed to supplement current instructional goals. CEAK should be used as a means of achieving pre-established outcomes and not as an addition to the school day.

itching
to start

HOW TO USE CEAK MATERIALS

For the instructor to effectively utilize the CEAK materials it is important that the curriculum model and packaging be understood.

The CEAK materials for each grade level are packaged in the teachers handbook and an activity box.

The teachers handbook has twenty (20) sections. Section One provides orientation information to the CEAK model. Section Two includes the instructions for using the CEAK kits. Sections 3-16 contain the activity information sheets. These sheets are divided according to the career generalization numbers. Section 17 is an appendix that includes a listing of all the career generalizations and their career objectives. Section 18 explains the feedback system. Section 19 is a special thanks to the Career Education Consortium participants. Finally, Section 20 is a miscellaneous section for teacher records.

Contained in the CEAK box are all the materials that are not provided in this notebook. These materials include game boards and pieces ranging in size from 8½" x 11" to 22" x 25".

The remainder of this section concerns the use of the activity information sheets provided in Sections 3-16.

Code Numbers

Each activity has a code number that helps the teacher identify the grade level grouping, career generalization and career objective of the activity. The code is divided into three components. The first two digits indicate the grade level grouping. The third and fourth digits refer to the career generalization. The letter signifies the process involved in the intellectual design and the career objective related to the generalization. Activity coding may progress as shown in the table below.

Table of Coding Progression

Grade Level	Career Generalization		Career Objective
K-2 3-4 5-6	01 02 03 04 05 06 07	08 09 10 11 12 13 14	A - identify B - compare/contrast C - analyze D - evaluate

For example a code number K202A refers to an activity for Kindergarten through second grade. The career generalization is the number two which states that "education and training are required for most work". The letter "A" signifies that the intellectual process utilized in the activity is identity and meets career objective A for generalization number two. The coding 3410C belongs to a third and fourth grade activity for generalization 10 using career objective C. Similarly the coding 5614D signifies a fifth and sixth grade activity for generalization fourteen involving the evaluative career objective. Every piece of material provided in CEAK has a code number printed on it. If a piece is misplaced it may be refiled with proper kit by reading the code number.

Discipline Identification

The subject area identification appears at the top of the activity information sheet. Included with the subject area identification are concepts or skills within that subject addressed by the activity. For example:

> Language Arts: Listening, word recognition. The preceding identifies this activity as a Language Arts activity that involves the children in listening and word recognition.
>
> In order to select a CEAK activity for your class, simply scan the activity information sheets' subject area identifications until you find one that is appropriate to the needs of your class at the present time.

Materials

The materials statement on the activity information sheet identifies the materials needed for the activity. Those materials with an **asterisk** (*) appearing before them are already provided for you in the CEAK package. Those materials without the **asterisk** are generally in supply for any classroom and must be provided by the school.

When the activity requires consumable items, one master copy is provided for the teacher. Student copies can be duplicated through the use of a thermofax spirit master and a spirit duplicater.

Preparation

It is important that the teacher read the preparation statement at least one day in advance of the activity implementation. The preparation statement alerts the instructor to reproduce or gather materials when necessary. Anything that needs to be done in advance of the activity is identified in this section of the activity information sheet.

Procedures

The procedure statement provides information for the instructor that will aid in implementing and operating the activity as efficiently as possible. The activities were originally created for learning centers, but many of the activities could be used with other management styles.

Evaluation

Provided with each activity is an evaluation activity. Each evaluation activity has an answer key. Simply follow the instructions for using the evaluation. Some have suggested levels of performance. Converting the evaluation to a grade is left to the teacher.

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will identify a variety of reasons why people work.

PERFORMANCE OBJECTIVE:

Given the set of 36 cards, the child will draw and match them into sets of 2 until all are correctly matched.

MATERIALS:

*36 playing cards (18 sets of 2)

PREPARATION:

This exercise is designed for 2 to 6 players. Cut out the playing cards. Laminate if desired.

PROCEDURE:

Place the cards in a learning center. Explain the directions for the game. Cards should be dealt out evenly to all players. Then players should see if they have any matches in their hands Any matches should be placed on the playing table. To play the game, players take turns drawing a card at a time from the player to their right. As matches are made, they should be placed on the table. The player getting rid of his cards first is the winner and becomes dealer for the next game.

3401A

Foreign Travel

3401A

Fringe Benefits

3401A

Praise

3401A

Make a living for the family

3401A

Help Others

3401A

Reward

3401A

Honor

3401A

Paid vacation

3401A

To be their own boss

3401A

Personal Satisfaction

3401A

Enjoyment

3401A

To please the family

3401A

Money (Wealth)

3401A

Fame

3401A

Prestige

3401A

Security

3401A

Education for children

3401A

Social

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will compare reasons why people work in different situations.

PERFORMANCE OBJECTIVE:

The student will be able to give at least one reason why people work in each of the 15 open-ended stories.

MATERIALS:

*15 open-end stories
pencils

PREPARATION:

Reproduce a copy of each story for each child. Lead a discussion with children stressing reasons why people like to perform their particular jobs.

PROCEDURE:

Working independently, children will read the stories and then decide why the characters continue to work as they do. They should write their answers. For children who cannot write, lead an oral discussion, encouraging children to share and explain their answers to the questions. After children have completed their work, lead a discussion encouraging the children to compare the different reasons people were engaged in their activities.

EVALUATION:

Read student papers.

WHY PEOPLE WORK

DIRECTIONS: Write at least one sentence to complete each story.

1. John is a Boy Scout. He has earned badges in pet care, first aid, camping and gardening. Recently John has started doing volunteer work at the Red Cross.

   Why do you think John is doing this?

2. Betty is in the fourth grade. She has four younger brothers and sisters that she sometimes babysits with. When the kindergarten teacher, Miss Dill, needed a helper, Betty asked if she could do this.

   Why do you think Betty wanted to help Miss Dill?

3. Miss Jones taught piano for many years, but has now retired. She spends much time in children's wards of the local hospitals and the rest homes working with the children and senior citizens.

   Why do you think she does this?

4. Bill likes to visit his grandfather who works as an airplane mechanic. There are many kinds of models in grandfather's den and Bill can identify all of them. Bill wants to be a pilot.

   Why do you think Bill wants to be a pilot?

5. The third grade children were watching Mr. Gray operate a bulldozer, when he was preparing the ground for a new annex. He dug the hole and removed the sidewalk section by section. The day was very hot, but Mr. Gray worked hard.

   Why do you think he chose this job?

6. Tom likes to spend his weekends camping in the woods near his home. He will observe, with interest, a forest animal and its action for long periods of time. He knows the habits of most of these animals either from observation or reading information.

   What careers could Tom take up that he would be able to use this knowledge?

7. Terry's family lives near the ocean. His father and grandfather have been travelers all their lives and Terry goes in the boat sometimes with them.

   What occupation do you think Terry will want to take up? Why?

8. Joe wishes he lived on a farm. He visits his cousins as often as he can and enjoys watching his Uncle prepare the land for planting in the fall. During the summer he converses with the threshing crew and hears about their harvest travel into other states. He admires the huge machines involved in all farm work.

   With these special interests, what career do you think Joe is preparing himself for?

9. Mr. Penn is an attorney in a large city. He has represented clients who have been wronged and has been successful in bringing many guilty persons to justice. He spends most evenings studying at home and has very little time for recreation, or his family. When asked if he enjoyed his work, Mr. Penn replied, "I would not be happy doing anything else!"

Why do you think Mr. Penn stays in this profession?

10. Mrs. Allen has a beauty shop in the extra room of her house. She starts working at 8:00 in the morning and is sometimes still working at 8:00 in the evening. She gives permanents, manicures, and works with long hair, short hair, and wigs. She is always busy and always happy.

Why do you think Mrs. Allen chose to be a beautician?

11. Joyce has taken tap dancing lessons and ballet since she was three years old. Now she is a junior in high school and is beginning to give lessons to pre-school and kindergarten children. She hopes someday to be a famous ballerina.

Why do you think she will probably be successful?

12. Charles reads all types of books from the library. He says he doesn't have any special informational interest, but wants to know "all about everything". He was the ring master when the children on his block had a circus. He speaks intelligently and with a good clear voice; the other kids are always asking him to read to them.

What career do you think Charles could use this type of preparation for?

13. Jim is a welder with a construction company. He is a strong man who enjoys the out-of-doors and spends his vacation fishing in a quiet spot in the woods. Jim always seems happy.

    What are the reasons you believe that Jim will stay in his profession.

14. Joe is in high school and works in a grocery store. He stocks shelves, stamps prices on canned goods and checks out customers. He likes to go to his job every evening after school is out. He plans to take business and economics courses in college.

    What career do you think he is preparing for?

15. Jane likes to meet people and she delights in visiting with them. She hopes become a receptionist in a large office after she completes high school.

    Why do you think she would like to do this?

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTS:

The student will analyze the behaviors of workers and infer why they are working.

PERFORMANCE OBJECTIVE:

The student will be able to give various reasons why certain people engage in certain careers after analyzing interview results.

MATERIALS:

*Interview questionnaire
Pencil

PREPARATION:

Conduct a class discussion on how to conduct a personal interview. Reproduce interview sheets (3 for each student).

PROCEDURE:

Students make appointments for interviews and visit with workers, taking notes. After all have gathered their data, have each student prepare an oral report describing some of the data they gathered and why they think the worker they interviewed works at his job.

EVALUATION:

Listen to student reports for accurate assessments of their inferences.

3401C

WHY DO PEOPLE WORK?

Interview 3 people in different occupations using the following questionnaire. (Write their responses.)

1. What is your job?

2. Do you enjoy your work? ☐ yes ☐ no

3. Why do you like (or dislike) your work?

4. What special training does your job require?

College Degree	☐
Vocational School	☐
High School	☐
On-the-job	☐

5. What other work could you do with your training?

6. Why did you choose this profession?

salary	☐
family pressure	☐
security	☐

Prestige	☐
Short hours	☐
Fringe Benefits	☐

7. Did you ever work at any other job? ☐ yes ☐ no

8. Why did you change from that job?

9. What do you like best about your job?

Least?

10. Would you recommend your type of work for other people? ☐ yes ☐ no

11. What special interests should people who go into this profession have?

Like people	☐
Enjoy working outside	☐
Like to work with tools	☐
Can work independently	☐
Enjoy music	☐
Like to sew	☐
Working with medicine	☐

Like to read	☐
Like Animals	☐
Be able to type	☐
Like to travel	☐
Enjoy reading	☐
Working in a lab	☐
Enjoy sports	☐

12. Would you choose your same career if you were to begin working again?

☐ yes ☐ no Why?

13. How many hours do you spend working each day?

4 - 6 hours	☐
6 - 8 hours	☐
more	☐

14. Do you work better alone or with others?

Alone	☐
With others	☐

15. Is your work seasonal or do you do this all through the year?

Seasonal	☐
All year	☐

16. Are you required to do extra work at home, at the library, or some other place?

☐ yes ☐ no

17. Are you paid for in-service training, on-the-job training, or workshops?

☐ yes ☐ no

18. Are you required to go back to school to keep up-to-date?

☐ yes ☐ no

19. Does your job pay well? ☐ yes ☐ no

20. Is there opportunity for advancement in your type of work? ☐ yes ☐ no

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will evaluate his/her own reasons for working in given settings.

PERFORMANCE OBJECTIVE:

The child will fill in a worksheet describing his/her job preferences in given settings and contexts.

MATERIALS:

*Career Options Sheet

PREPARATION:

Reproduce as many copies of the Career Option Sheet as you wish to use for this group activity.

PROCEDURE:

After group discussion of a variety of careers, students should fill in the Career Option Sheet. After they complete their work, have the students work in pairs and share information on their sheets.

EVALUATION:

Discuss informally with the students.

CAREER OPTIONS

Complete the following about yourself:

1. I would rather be a __________ than a druggist.
2. If I could sing well I would like to be a _________.
3. My parents want me to be a __________.
4. A _____________ must know how to type.
5. If I were a ___________ I would be wealthy.
6. A __________must work long hours.
7. I would like to work in a ___________.
8. A _____________must like animals.
9. I would be scared to be a __________.
10. A ______________has to study for many years.
11. If I like to work with children, I can be a ___________.
12. A ______________ must wear a hard hat.
13. People would respect me if I were an outstanding ______________.
14. I would be proud to be a _______________.
15. We need a _____________ in our community.
16. I would like to be a _____________, because my friend is.
17. To be a _______________would be a secure job.
18. I (do, do not) work hard to get a good grade.
19. A ______________is a hero.
20. I would enjoy being a _____________.
21. I would like to be a ______________ and travel to foreign countries.
22. I like to help other people so I might be a ______________.
23. It would be fun to be a ______________.
24. I would like to be a famous ________________.
25. My parents would not let me be a ________________.

CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will identify the formal and informal educational requirements for specific occupations.

PERFORMANCE OBJECTIVE:

Using the Career Wheel, the student will correctly match the type of training needed with the jobs, using the multiplication facts to arrive at the correct answer.

MATERIALS:

*Career Wheel (two pieces)
Paper and pencil
Mathematics book or multiplication fact sheet to check answers

PREPARATION:

Cut out the two wheels and assemble. Where to go for training and one multiplication factor are on the small wheel. The job and an other multiplication factor and the product are on the other wheel.

PROCEDURE:

Place the material on a student desk or an activity center. As the student matches type of training with the job, the student should write the multiplication facts on paper. If the teacher desires, the student could also be required to write down the type of training and the matching job.

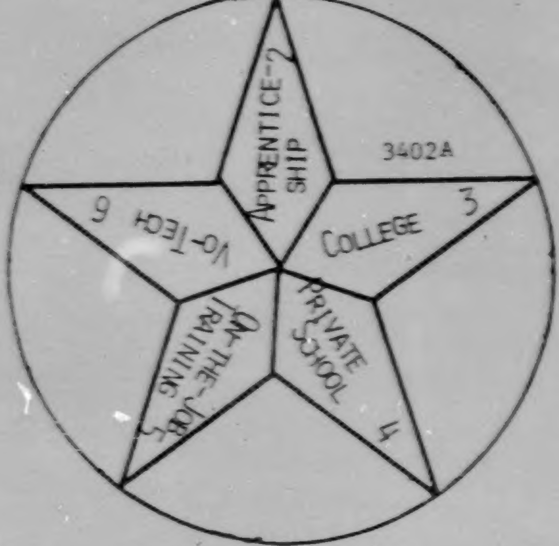
EVALUATION:

The student should check the multiplication facts with his mathematics book and the training facts with the teacher. If the student does not have all facts correct, he should use the Career Wheel for further reinforcement.

3402A

SUGGESTED ITEMS FOR CAREER WHEEL

2 Apprenticeship	plumber 2 crane operator 7 electrician 8
3 College	teacher 2 engineer 3 commercial artist 7 musician 8
4 Private School	cosmetologist 2 or beautician or hairdresser T.V. repairman 7 key punch operator 8 aircraft assembly worker 9
5 On-The-Job Training	used car salesman 2 nurse aid 5 grocery store cashier 6
6 Vocational-Technical	bricklayer 1 secretary 2 auto mechanic 3 cabinet maker 4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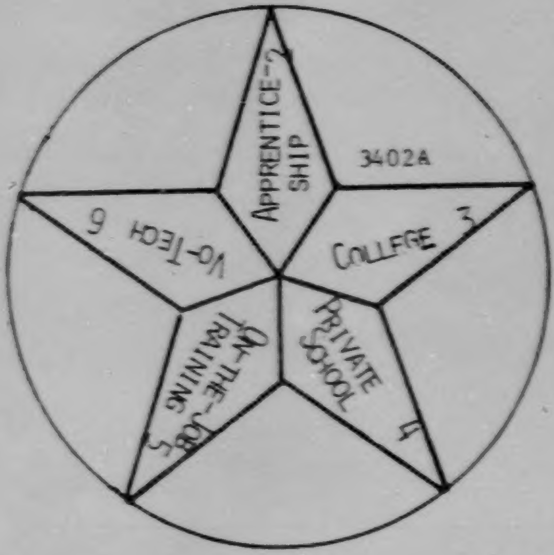
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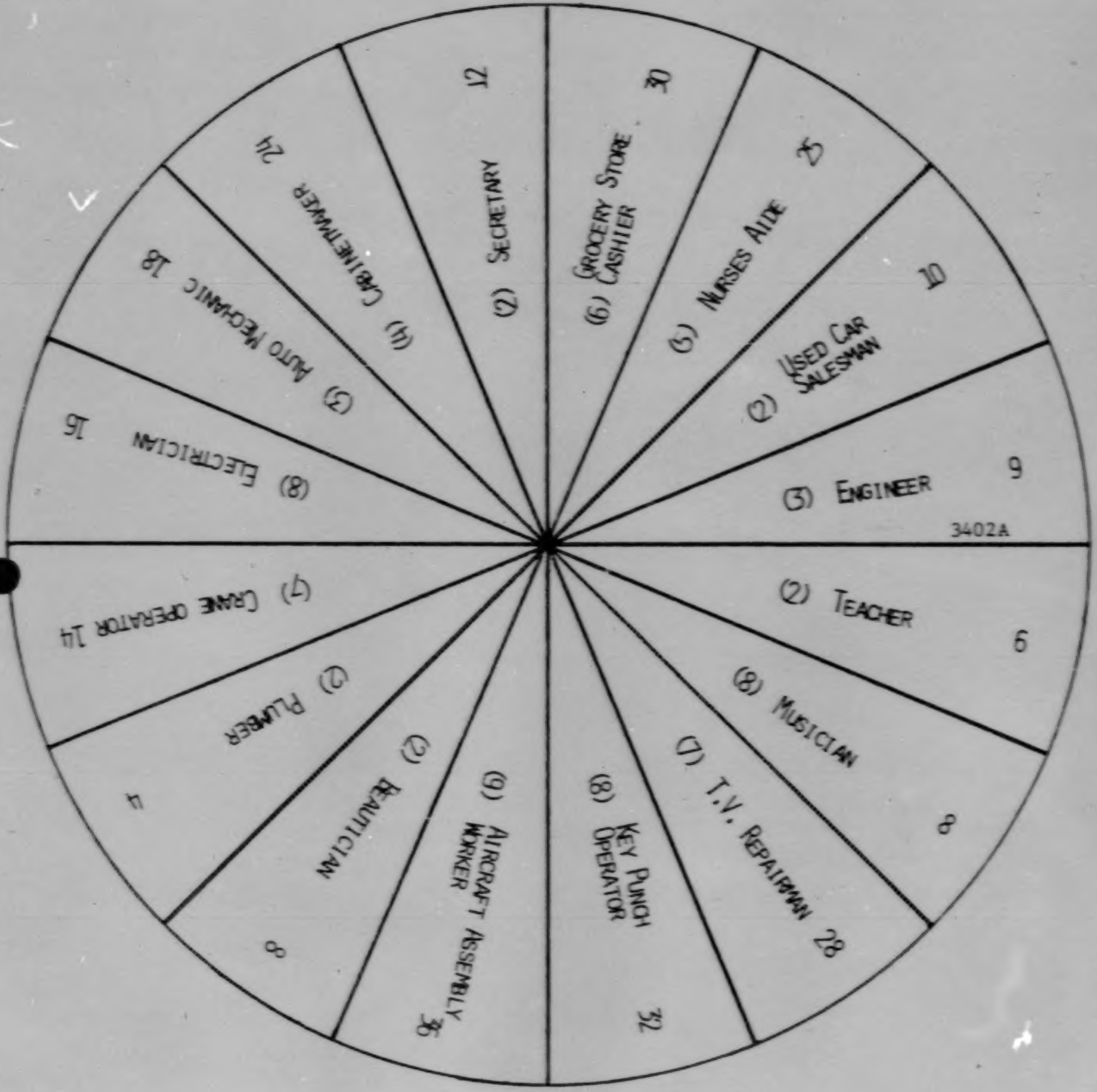
(6) Grocery Store Cashier 30
(5) Nurses Aide 25
(2) Used Car Salesman 10
(3) Engineer 9
3402A
(2) Teacher 6
(8) Musician 8
(7) T.V. Repairman 28
(8) Key Punch Operator 32
(9) Aircraft Assembly Worker 36
(2) Beautician 8
(2) Plumber 4
(7) Crane Operator 14
(8) Electrician 16
(3) Auto Mechanic 18
(4) Cabinetmaker 24
(2) Secretary 12

Math: Reasoning, completing sets.

CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will compare and contrast the educational requirements for different occupations as well as the educational resources available to help him/her prepare for work.

PERFORMANCE OBJECTIVE:

Given the puzzle pieces, the student will correctly match the pieces, sequencing the training required for ten occupations.

MATERIALS:

*Career training puzzles
*Answer sheet

PREPARATION:

Reproduce 4 - 6 copies of the puzzle.
Cut puzzle apart along lines. Place material on the individual's desk or at a learning center.

PROCEDURE:

Career Puzzle is designed for one to four players. Each player should try to complete the puzzle bars listing one occupation and the matching schooling and training pieces. When all the bars have been completed check with the answer sheet for accuracy.

EVALUATION:

Observe the students at the center to see how well they match the pieces. Review with them what the puzzle pieces say.

CAREER TRAINING PUZZLES

Beauty shop operator	Tenth grade or more, high school	School of cosmetology usually 6-12 months	State licensing	
Plumber	High school	Plumber's helper	Apprenticeship with on-the-job training up to 5 years	
Secretary	High school	Business College	On-the-job training	
Lawyer	High school	College 4 years	Law School 3 years	Admitted to state bar
T.V. Repairer	High school	Technical school 2 years	On-the-job training	
Car sales-workers	High school	On-the-job training, previous sales work helpful		
Veterinarian	High school	2-3 years college	4 years veterinary school	State licensing
Dental assistant	High school	On-the-job training or	1 year or more training at Vo-tech school or Jr.college	
Surveyor	High school with several math classes	1-3 years Jr. college or Vo-tech school	On-the-job training	
Air flight attendents	High school	College or nurse's training preferred	About 5 weeks training at airline school	

CAREER GENERALIZATION:

Education and training are required for most work

CAREER OBJECTIVE:

The student will evaluate the educational options available in relation to his/her personal objectives and needs.

PERFORMANCE OBJECTIVE:

After reading each of the situation stories, the student will evaluate the possible career choices each story character could make and express his ideas in complete sentences.

MATERIAL:

*Situation story sheets (4)
*Situation story answer key
Paper and pencil

PREPARATIONS:

Reproduce as many copies of the situation stories as needed. This activity is designed for individual work or possibly in a group of two students.

PROCEDURE:

Place the situation stories on the students' desk or at a learning center. After the student has read the stories ask him to respond to the questions at the end in complete sentences.

EVALUATION:

When the student has completed the sentences he, the teacher or another student should check them for both content and form, using the situation story answer key.

3402D

Bill

Bill is a boy with many interests. Most of all he likes to be with people. He likes to help other boys and girls. He helped Jack with his Scout project in poster making. When his father needed more tools to repair the mower, he got them from the garage. At school Bill likes to help others with reading when he is done. Bill asked Tom to stay after school to help clean up after a messy art project. His favorite thing is to play many kinds of outdoor games with his friends. He found a new game in "Boy's Life" and now is helping others to learn how to play it.

When Bill thinks about what kind of work he would like to train for, he has a hard time to decide. What do you think he should do? Write your ideas in complete sentences.

3402D

Sam

Sam lives close to a busy street with several businesses at the intersection. He goes by these when he goes to school. In his back yard Sam has his shop for fixing toys, tricycles and bicycles. He does this for fun because he likes to take things apart and put them together again. He also likes to sell things. In spring he sold garden seeds. Last winter he was top salesman for the Scout candy sale.

What kind of work do you think Sam should train for as he grows older? Write you ideas in complete sentences.

Sue

Most of the time Sue doesn't have a lot to say. She likes to put her ideas on paper. She writes short stories and then uses them for plays with her dolls and puppets. Her class went to the newspaper printers for a field trip. She got to talk to one of the feature article writers. She enjoyed this very much. Her class made a newspaper after the field trip, she wrote a funny story for it. At school she spends a lot of time in the library reading. She was chosen as the class librarian for the month. She has made many firends through her writing and reading.

What kinds of jobs do you think Sue should think about when she chooses to train for her future? Write your ideas in complete sentences.

Jane

Jane likes animals very much. She has had several kinds of pets. When she finds or knows about an injured animal she tries to take care of them until they can go on their own. She reads books from the library about pets and wildlife. Jane enjoyed a field trip to the humane society very much. She learned new ideas about how to take care of animals.

With these kinds of interests, what kind of jobs should Jane consider when she thinks about choosing what work to train for? Write your ideas in complete sentences.

3402D

SITUATION STORY ANSWER KEY

Bill - Public relations
Health services
Personnel services

Sam - Businessman
mechanic or repairman
sales work

Sue - Editor
journalist
free lance writer
librarian
proofreader

Jane - Zoo Keeper
Veterinarian
wildlife
Humane Society

Language Arts: reading, spelling, vocabulary development

Social Studies: interdependence

DIAL - A - JOB

CAREER GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

CAREER OBJECTIVE:

The student will identify different work roles and their interrelatedness in given specialized work situations.

PERFORMANCE OBJECTIVE:

Given a listing of general job classifications or clusters, the student will be able to identify the specific occupations that fit within that cluster.

MATERIALS:

*Dial - a - Job game board
*Game cards: 17 of (red, white, blue, and 15 of the green)
*Dial - a - Job game directions
*Dial - a - Job answer key
*Evaluation sheet
*Evaluation answer key

PREPARATION:

Make copies of the evaluation sheet, one for each student who plays the game.

PROCEDURE:

This lesson is designed to help the student learn about different occupational clusters and the interrelated occupations within those clusters. Before playing the game, briefly review the occupation categories and identify some of the occupations within the categories. Encourage students to describe the ways workers within a cluster depend on one another. Have the students play Dial - a - Job, following the game directions.

EVALUATION:

After students have played the game, have them work the evaluation sheet. They may check their own work using the evaluation key, or you may wish to check it.

Dial A Job

Red
Game Cards

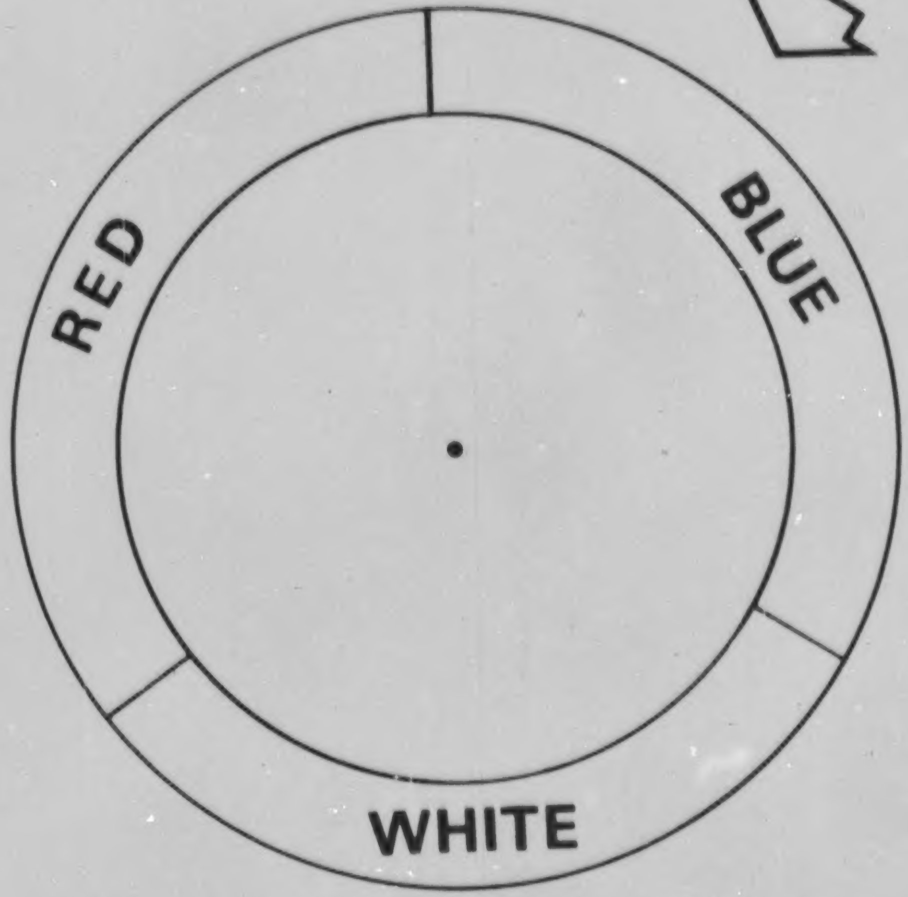
(Occupations)

White
Game Cards

(Occupations)

Blue
Game Cards

(Occupations)


RED
BLUE
WHITE

340 1A

3403A

Pilots fly airplanes.

3403A

Psychiatrists are special doctors who diagnose, treat, and help prevent mental illness.

Physicians diagnose illness and treat people in poor health. They also help us to keep from getting sick.

3403A

Dentists examine teeth, take x-rays, fill cavities, straighten teeth, and treat gum diseases.

3403A

School nurse is a nurse who works with principal, teachers, and children to take care of the needs of the children, examines them and keeps health records.

3403A

A store manager is responsible for managing a whole store.

3403A

Carpenters work with wood tile, insulation, board, and etc. They erect the framework in buildings and install molding, paneling, cabinets, and hardware.

3403A

Geologists study the structure, composition, and history of the earth's crust. They search for things such as coal, water, and oil.

3403A

Elementary school teachers provide a good learning environment and plan and provide programs for learning that suit the students' needs in K - 6th. grade.

3403A

Local truck drivers move goods from terminals and warehouses to wholesalers, retailers, and consumers in the area. They must be skilled drivers so they can get the truck in and out of difficult places.

3403A

Actors and actresses make a character come to life before an audience. It is hard work and requires special talent.

3403A

Architects design buildings that combine attractiveness, safety, and usefulness.

3403A

Cooks and chefs are responsible for the reputation and success of a restaurant. They decide on size of servings, plan menus, and buy food supplies.

3403A

An all-around machinist who can set up and operate most types of machine tools, uses these tools to make metal parts.

3403A

School counselors work with students, teachers, parents, and community agencies in order to help students.

3403A

2 weeks paid vacation
(Take another turn)

3403A

Sick leave
(Take another turn)

3403A

3403A

Airline Attendant look after the comfort of the passengers.

3403A

Psychometrist is a person who gives tests and makes surveys (often in school).

3403A

Medical assistants are the persons who greet you in the doctor's office, set up appointments, and answer questions. They also keep medical records up to date.

3403A

The dental hygienist works directly in the mouth of the patient, cleaning teeth, examining and charting dental defects.

3403A

Public health educator keeps public informed about their community health conditions and how they can be improved.

3403A

A salesperson works in one department and sells merchandise directly to the customer.

3403A

Painters apply coats of paint to either inside or outside surfaces for the purpose of decorating or protecting them.

3403A

Oceanographers study the ocean — its characteristics, movements, physical properties, and plant and animal life.

3403A

Librarians make information available. They select and organize collections of book pamphlets, newspapers and magazines and assist others with their use.

3403A

Parking attendants move cars in and out of parking spaces at commercial and private parking lots.

3403A

Musicians may play in a symphony orchestra, dance band, rock group, or jazz combo. They usually have many years of music study and practice behind them.

3403A

Interior designers help clients select furniture, draperies, floor coverings, and accessories.

3403A

Waiters and waitresses take customers' orders, serve food and drinks, make out checks, and sometimes take payments.

3403A

Many machine tool operators do simple jobs that can be learned quickly on one or two types of machine tools. They repeat them over and over again.

3403A

Rehabilitation counselors help people with physical, mental, or social disabilities to adjust their vocational plans and personal lives.

3403A

Laid off
(Take another turn)

3403A

2 weeks paid vacation
(Take another turn)

The airline ticket agent sells tickets.	Psychologists observe behavior (the way people act).	Medical technologists perform laboratory tests. They usually work in hospitals or medical laboratories.
3403A Dental assistants get the dental equipment, instruments, and supplies ready for the dentist to use.	3403A Sanitarian is a specialist in environmental health. (Examines food and water supplies)	3403A A floor manager manages one department of a store. (Assigns duties to employees, hears customers' complaints, and reorders new stock for the department.)
3403A Construction electricians lay out, assemble, and install electrical fixtures, apparatus, and wiring used in electrical systems.	3403A Weather forecasters are really meteorologists. They interpret the daily weather information.	3403A Secondary school teachers usually specialize in one particular field, such as, English, math, social studies. Their students are in junior or senior high school.
3403A [illegible]g-distance truck drivers are skilled and experienced drivers. They operate large tractor-trailers that carry goods hundreds or thousands of miles.	3403A Dancers may perform in classical ballet or modern dance. They may dance for musical shows or in folk dances.	3403A Commercial artists create art work in newspapers and magazines and on billboards, brochures, catalogs, and television commercials.
3403A Meat cutters prepare meat, fish, and poultry for sale in supermarkets or wholesale food outlets.	3403A Instrument makers translate the ideas of scientists into experimental models, or special laboratory equipment. They also change existing instruments for special purposes.	3403A Employment counselors help job seekers evaluate their abilities and interests so they can choose and prepare for a satisfactory field of work.
3403A Laid off (Take another turn)	3403A Dividend payment (Take another turn)	3403A

3403A AIR TRANSPORTATION	3403A MENTAL HEALTH	3403A MEDICAL SERVICE
3403A DENTISTRY AND DENTAL SERVICE	3403A COMMUNITY HEALTH SERVICE	3403A MARKETING
3403A CONSTRUCTION WORK	3403A NATURAL SCIENCE OCCUPATIONS	3403A EDUCATION
3403A DRIVING OCCUPATIONS	3403A PERFORMING ARTISTS	3403A DESIGN OCCUPATIONS
3403A FOOD SERVICE OCCUPATIONS	3403A MACHINING OCCUPATIONS	3403A COUNSELING OCCUPATIONS

DIAL-A-JOB

Directions:

The game may be played by 3 - 5 players.

The red, white, and blue cards should be stacked face down on the board according to color.

The green cards are general classifications for jobs, whereas the other colored cards represent jobs under those classifications.

The green cards are shuffled and dealt equally to the players. The player to the left of the dealer spins the dial and chooses a card from the top of the pile that is the same color as the color he has spun. The next player spins and draws 1 card. The players continue spinning and drawing in turn until they are able to make a "set" of related job cards corresponding to one of their green job category cards. For example, if a child has a green air transportation card, and through a successions of draws or trades, he draws a white ticket agent card, a red pilot card, and a blue airline attendant card, he will have drawn a complete set. When a player makes a complete set with his cards (green, red, white, and blue) he scores 5 points. The matching set of cards should be placed on the playing table.

When a player draws a card, he should read it aloud other players may bargain to trade cards if someone else has a card he needs for one of his sets.

The game continues until all of the cards in one color pile have been drawn.

The player with the most points wins.

If a dispute arises regarding the components of a set, players should refer to the answer key.

DIAL-A-JOB ANSWER KEY

1. Air transportation

    - Pilots
    - Airline Ticket Agents
    - Airline Attendants

2. Community health service

    - School Nurse
    - Sanitarian
    - Public Health Educator

3. Construction work

    - Carpenters
    - Electricians
    - Painters

4. Counseling occupations

    - School Counselors
    - Employment Counselors
    - Rehabilitation Counselors

5. Dental service

    - Dentists
    - Dental Assistants
    - Dental Hygienists

6. Design occupations

    - Architects
    - Commercial Artists
    - Interior Designers

7. Driving occupations

    - Local Truck Drivers
    - Long-Distance Truck Drivers
    - Parking Attendants

8. Education

    - Elementary School Teachers
    - Secondary School Teachers
    - Librarians

9. Food service occupations

    - Cooks and Chefs
    - Meat Cutters
    - Waitpersons

DIAL-A-JOB ANSWER KEY
(Continued)

10. Machining occupations

    All-Around Machinists
    Instrument Makers
    Machine Tool Operators

11. Marketing

    Store Managers
    Floor Managers
    Salespersons

12. Medical service

    Physicians
    Medical Technologists
    Medical Assistants

13. Mental health

    Psychiatrists
    Psychologists
    Psychometrists

14. Natural science occupations

    Geologists
    Weather Forecasters
    Oceanographers

15. Performing artists

    Actors and Actresses
    Dancers
    Musicians

EVALUATION

DIAL - A - JOB

DIRECTIONS: Match an occupational category in the first column with the jobs that come under that classification by drawing a line to connect the two.

1. Air transportation
2. Medical service
3. Construction work
4. Natural science jobs
5. Driving occupations
6. Performing artists
7. Food service occupations
8. Counseling occupations
9. Dental service
10. Marketing

A. School Counselor
Employment Counselor
Rehabilitation Counselor

B. Airline Pilots
Airline Ticket Agents
Airline Attendant

C. Actors and Actresses
Dancers
Musicians

D. Dentist
Dental Assistants
Dental Hygienist

E. Cooks and Chefs
Meat Cutters
Waitpersons

F. Physician
Medical Technologist
Medical Assistants

G. Store Manager
Floor Manager
Salesperson

H. Local Truck Driver
Long-Distance Truck Driver
Parking Attendant

I. Geologists
Oceanographers
Weather Forecasters

J. Carpenters
Electricians
Painters

EVALUATION KEY

DIAL - A - JOB

DIRECTIONS: Match an occupational category in the first column with the jobs that come under that classification by drawing a line to connect the two.

B 1. Air transportation

F 2. Medical service

J 3. Construction work

I 4. Natural science jobs

H 5. Driving occupations

C 6. Performing artists

E 7. Food service occupations

A 8. Counseling occupations

D 9. Dental service

G 10. Marketing

A. School Counselor
Employment Counselor
Rehabilitation Counselor

B. Airline Pilots
Airline Ticket Agents
Airline Attendant

C. Actors and Actresses
Dancers
Musicians

D. Dentist
Dental Assistants
Dental Hygienist

E. Cooks and Chefs
Meat Cutters
Waitpersons

F. Physician
Medical Technologist
Medical Assistants

G. Store Manager
Floor Manager
Salesperson

H. Local Truck Driver
Long-Distance Truck Driver
Parking Attendant

I. Geologists
Oceanographers
Weather Forecasters

J. Carpenters
Electricians
Painters

CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will identify some universal abilities, skills, and interests required for engaging in successful work activities.

PERFORMANCE OBJECTIVE:

1) Given a copy of the Scramble puzzle, the student will locate and circle the universal and specific skills (12) listed at the bottom of the puzzle.

2) Given an evaluation worksheet, the student will fill in the appropriate work skill terms with 85% accuracy.

MATERIALS:

*Scramble puzzle
*Answer key for Scramble puzzle
*Evaluation worksheet
*Evaluation key
pencils
dictionaries

PREPARATION:

Make enough copies of the Scramble Puzzle and the Evaluation Sheet for the students you will be working with.

PROCEDURE:

Introduce the activity by discussing the difference between specific skills needed for specific jobs such as the specific skills needed by a secretary--typing, spelling, filing, taking messages, etc., and the universal skills that are helpful to anyone who works (e.g. promptness, interest in the job, congeniality, listening, communication, cooperation, and ability to follow directions).

After the discussion, have the students work the Scramble puzzle. They can check their work on the answer key.

EVALUATION:

To check how well the students understand the terms in the Scramble puzzle, have them fill in the evaluation worksheet. They can check their work on the evaluation key. If they do not understand the terms, they should look them up in the dictionary and correct the sentences.

This Scramble Puzzle deals with characteristics and skills a person may need in order to get and hold a job. At the bottom of the page you will find 12 of these terms listed. See if you can find them; they may go in any direction.

R	A	B	I	C	V	D	F	E	G	U	J	C	Z
Y	E	K	C	O	O	P	E	R	A	T	I	O	N
W	P	A	T	A	R	S	Q	O	P	N	L	M	K
A	C	B	D	R	D	E	M	S	T	V	W	M	A
K	Z	G	N	I	L	L	E	P	S	N	O	U	G
C	A	C	B	T	N	G	S	R	V	E	T	N	V
O	D	F	Q	H	L	G	L	O	N	W	I	I	S
N	R	S	W	M	X	B	L	M	K	N	N	C	W
G	A	G	H	E	I	L	I	P	E	O	T	A	T
E	K	F	J	T	A	R	K	T	H	D	E	T	A
N	L	O	P	I	U	X	S	N	Z	W	R	I	V
I	X	L	Y	C	K	I	H	E	G	R	E	O	B
A	B	L	Z	A	L	G	J	S	B	I	S	N	L
L	W	O	S	V	T	W	R	S	Q	T	T	P	E
I	E	W	K	D	C	I	A	Z	D	I	C	L	B
T	Y	D	I	R	E	C	T	I	O	N	S	Y	J
Y	F	P	L	O	M	S	K	Q	H	G	N	E	K
R	V	H	L	J	F	L	V	Y	A	C	V	K	P
I	M	O	S	P	S	I	Z	K	R	W	E	Q	M

Reading
Spelling
Writing

Arithmetic
Congeniality
Promptness

Interest
Listening
Communication

Follow directions
Cooperation
Skills

This Scramble Puzzle deals with characteristics and skills a person may need in order to get and hold a job. At the bottom of the page you will find 12 of these terms listed. See if you can find them; they may go in any direction.

R	A	B	I	C	V	D	F	E	G	U	J	C	Z
Y	E	X	C	O	O	P	E	R	A	T	I	O	N
W	P	A	T	A	R	S	Q	O	P	N	L	M	K
A	C	B	D	R	D	E	M	S	T	V	W	M	A
X	Z	G	N	I	L	L	E	P	S	N	O	U	G
C	A	C	B	T	N	O	S	R	V	E	T	N	V
O	D	F	Q	H	L	G	L	O	N	W	I	I	S
N	R	S	W	M	X	B	L	M	K	N	N	C	W
G	A	G	H	E	I	L	I	P	E	O	T	A	T
E	K	F	J	T	A	R	K	T	H	D	E	T	A
N	L	O	P	I	U	X	S	N	Z	W	R	I	V
I	X	L	Y	C	K	I	H	E	G	R	E	O	B
A	B	L	Z	A	L	G	J	S	B	I	S	N	L
L	W	O	S	V	T	W	R	S	Q	T	T	P	X
I	E	W	K	D	C	I	A	Z	D	I	C	L	B
T	Y	D	I	R	E	C	T	I	O	N	S	Y	J
Y	F	P	L	O	M	S	K	Q	H	G	N	E	K
R	V	H	L	J	F	L	V	Y	A	C	V	K	P
I	M	O	S	P	S	T	Z	X	R	W	E	Q	M

Reading
Spelling
Writing
Arithmetic
Congeniality
Promptness
Interest
Listening
Communication
Follow directions
Cooperation
Skills

EVALUATION WORKSHEET

Which word that you circled in the puzzle, make the sentences below true statements?

1. Can you __________ the directions?

2. Carpenters learn special ___________.

3. Most employers are looking for people who are_______________.

4. One characteristic of a good employee is ___________________.

5. I wasn't ________________ to what you said.

6. He learned how to measure things in _______________________.

7. You do a better job on anything if you are really ________________.

8. ___________________is important when you write directions.

9. I can't read your _______________.

10. _______________________ means helping one another.

11. ________________________ is how we find out what to do on a job.

12. A boss expects you to _______________ ____________________.

EVALUATION KEY

Which word that you circled in the puzzle, make the sentences below true statements?

1. Can you READ the directions?

2. Carpenters learn special SKILLS.

3. Most employers are looking for people who are CONGENIAL.

4. One characteristic of a good employee is PROMPTNESS.

5. I wasn't LISTENING to what you said.

6. He learned how to measure things in ARITHMETIC.

7. You do a better job on anything if you are really INTERESTED.

8. SPELLING is important when you write directions.

9. I can't read your WRITING.

10. COOPERATION means helping one another.

11. COMMUNICATION is how we find out what to do on a job.

12. A boss expects you to FOLLOW DIRECTIONS.

Social Studies: occupations, workers and skills

COMPARE

CAREER GENERALIZATION:

Different occupations require different abilities, skills and interests.

CAREER OBJECTIVE:

The student will compare the abilities, skills and interests required for the different occupations.

PERFORMANCE OBJECTIVE:

Given a group of occupations and a list of working skills, the student will be able to match the occupations with the skills needed for those occupations with 80% accuracy.

MATERIALS:

*Compare game board
*2 sets of game cards: Occupation cards and Skill cards
*Compare game directions
*Compare answer sheet
*Evaluation sheet
*Evaluation key

PREPARATION:

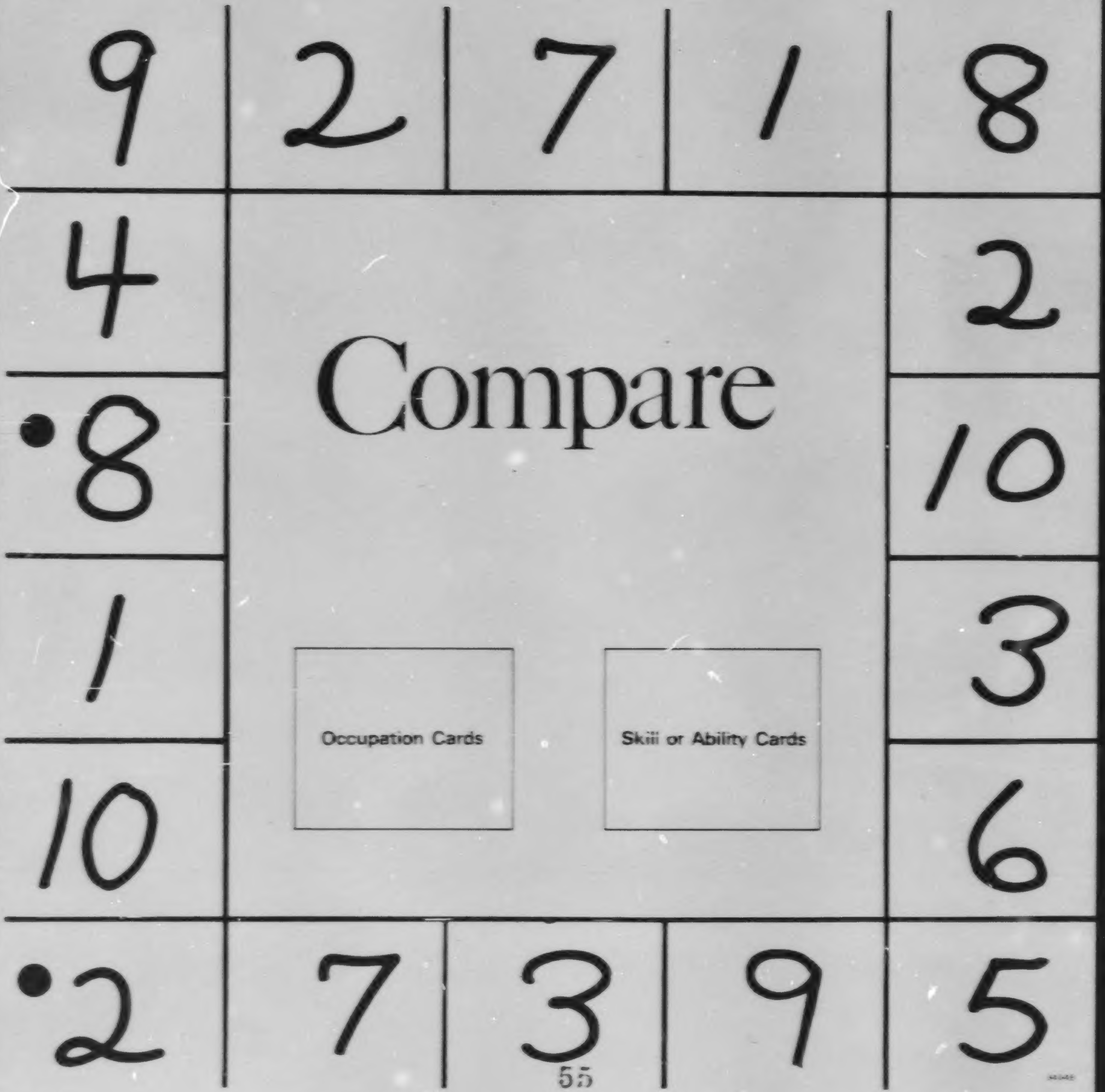
Make copies of the evaluation sheets. Place the game materials in a learning center.

PROCEDURE:

Explain the game directions. Explain to students that they are to match the work skills needed with different jobs and then compare them. Allow students to play the game.

EVALUATION:

After students have played the game, lead them in a discussion comparing the different skills and abilities needed for different occupations. Then have them work the evaluation sheet. They can check their own work on the evaluation key or you may check it.


Compare
Occupation Cards
Skill or Ability Cards

SKILLS 3404B Likes engines Reads maps Is level headed	SKILLS 3404B Arithmetic Reads Schedules	SKILLS 3404B Listener	SKILLS 3404B Likes to travel Good at waiting on people	SKILLS 3404B Knows Medicine Reads
SKILLS 3404B Careful Worker Follows Directions	SKILLS 3404B Congenial	SKILLS 3404B Science Reading Communicates	SKILLS 3404B Follows Directions Knows Dental Instruments	SKILLS 3404B Recognizes Contagious diseases Knows First-aid Talks on Dental care
SKILLS 3404B Knows Stock arithmetic Manages Movement of goods Plans Sales	SKILLS 3404B Assigns Duties to Employees Hears customers complaints	SKILLS 3404B Reorders stock Sells merchandise to customers	SKILLS 3404B Erects framework for buildings Installs wiring	SKILLS 3404B Installs electrical fixtures Installs wiring
SKILLS 3404B Searches for oil, coal, or water	SKILLS 3404B Knows how to interpret weather information.	SKILLS 3404B Knows plants and animals in the ocean	SKILLS 3404B Provides a good learning environment. Likes boys and girls	SKILLS 3404B Skilled Driver
SKILLS 3404B Can play different characters and roles	SKILLS 3404B Has sense of rhythm Knows how to dance	SKILLS 3404B Creates art work for cards and advertising.	SKILLS 3404B	SKILLS 3404B

3404B Occupation AIRPLANE PILOT	3404B Occupation AIRLINE ATTENDANT	3404B Occupation AIRLINE TICKET AGENT	3404B Occupation PSYCHIATRIST	3404B Occupation PHYSICIAN
3404B Occupation STORE MANAGER	3404B Occupation FLOOR MANAGER	3404B Occupation SALESPERSON	3404B Occupation CARPENTER	3404B Occupation ELECTRICIAN
3404B Occupation GEOLOGIST	3404B Occupation WEATHER FORECASTERS	3404B Occupation OCEANOGRAPHER	3404B Occupation ELEMENTARY TEACHER	3404B Occupation LONG-DISTANCE TRUCK DRIVER
3404B Occupation ACTORS and ACTRESSES	3404B Occupation DANCER	3404B Occupation COMMERCIAL ARTIST	3404B Occupation MEDICAL TECHNOLOGIST	3404B Occupation MEDICAL ASSISTANT
3404B Occupation DENTIST	3404B Occupation DENTAL ASSISTANT	3404B Occupation SCHOOL NURSE	3404B Occupation	3404B Occupation

COMPARE

Directions:

1. Shuffle both decks of cards.

2. Place one Occupation card, face down, on each colored box.

3. Place remaining Occupation cards, face down, on Occupation card square on the board.

4. The first player draws 1 skill card, then turns over 1 card on a colored square. If it is a match, (that is, if the skill or ability is one that is needed for the occupation) he makes the match, pronouncing the occupation and reading the skill description then places the matched cards down on the table. If a player is uncertain whether he has a match or not, he can check the Compare answer sheet.

5. When a match is made:

   a. The player gets the number of points shown under the occupation on the board.

   b. The player takes a card from the Occupation card pile and places it, face down, on the space made blank by the match.

6. If a player does not make a match on his turn, he keeps the skill card, and play continues in clock-wise rotation.

7. The player with the most points at the end of the game wins. The game ends when all cards have been matched.

COMPARE - Answer Key

Occupation	Skills
Actors and actresses	Can play different characters
Airline attendant	Likes to travel
Airline ticket agent	Arithmetic Reads schedules
Airplane pilot	Likes engines Reads maps Is level headed
Carpenter	Erects framework for buildings Installs paneling
Commercial artists	Create art work for cards and advertising
Dancer	Has sense of rhythm knows how to dance
Dental assistant	Follows directions knows dental instruments
Dentists	Science Reading Communicates
Electrician	Installs electrical fixtures Installs wiring
Elementary teacher	Provides a good learning environment Likes boys and girls
Floor manager	Assigns duties to employees Hears customers complaints Reorders stock
Geologist	Searches for oil, coal, or water
Long-distance truck driver	Skilled driver
Medical assistant	Congenial

Medical technologist	Careful worker Follows directions
Oceanographer	Knows plants and animals in the ocean
Physician	Knows medicine Reads
Psychiatrist	Listener
Salesperson	Sells merchandise to customer
School nurse	Recognizes contagious diseases Knows First-Aid Talks on dental care
Store manager	Knows stock Manages movement of goods Plans sales Arithmetic
Weather forecasters	Know how to interpret weather information

EVALUATION SHEET

Read the occupation and the description of the abilities or skills that are listed across from it. Mark out the abilities or skills that don't really fit that occupation.

Example: Horse thief	~~law-abiding~~ knows horses ~~irons well~~
1. Medical technologist	heavy eater careful worker follows directions
2. Airline attendant	good at waiting on people likes to travel rude
3. Psychiatrist	good listener is a gossip interested in people
4. Carpenter	Careless worker installs paneling erects framework
5. Geologist	studies formation of the earth searches for oil, coal and water destroys minerals
6. Oceanographer	Knows plants and animals of the ocean studies floor of the ocean travels in outer space
7. Long-distance truck driver	skilled driver likes radio music knows traffic rules
8. Dancer	has sense of rhythm needs little sleep knows how to dance
9. Commercial artist	draws pictures for ads does newspaper cartoons art work for advertisements
10. Actors and actresses	can play different characters are good cooks

EVALUATION KEY

Read the occupation and the description of the abilities or skills that are listed across from it. Mark out the abilities or skills that don't really fit that occupation.

Example: Horse thief	~~law-abiding~~ knows horses ~~irons well~~
1. Medical technologist	~~heavy eater~~ careful worker follows directions
2. Airline hostess	good at waiting on people likes to travel ~~rude~~
3. Psychiatrist	good listener ~~is a gossip~~ interested in people
4. Carpenter	~~careless worker~~ installs paneling erects framework
5. Geologist	studies formation of the earth searches for oil, coal and water ~~destroys minerals~~
6. Oceanographer	knows plants and animals of the ocean studies floor of the ocean ~~travels in outer space~~
7. Long-distance truck driver	skilled driver ~~likes radio music~~ knows traffic rules
8. Dancer	has sense of rhythm ~~needs little sleep~~ knows how to dance
9. Commercial artist	draws pictures for ads ~~does newspaper cartoons~~ art work for advertisements
10. Actors and actresses	can play different characters ~~are good cooks~~

CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations.

PERFORMANCE OBJECTIVE:

Given an occupation, the student can list 2 or 3 skills or activities that are related to that occupation.

MATERIALS:

* "What's My Occupation?" Game Directions
* List of Occupations
* Suggested Panelist Questions

PREPARATION:

Read the Game Directions. The game may be played by a small group of students at a learning center or by a larger group in a group instructional session.

PROCEDURE:

You might begin by discussing the television game show, "What's My Line?" (The children may not have seen this show.) Then, explain the directions, following the Game Directions Sheet, and assign roles. Players should rotate their roles as they play several rounds.

EVALUATION:

Explain the Directions for Evaluation. Observe how well students perform.

The person who is taking the turn as the contestant should tell 2 or 3 skills, activities, or interests that his/her occupation requires. Use a different occupation from the one used playing "What's My Occupation?" The rest of the group may have one (1) guess per person to see if they can guess the contestant's occupation.

Students take turns being the contestant.

"WHAT'S MY OCCUPATION?"
GAME DIRECTIONS

SKILL:

In order to play this game successfully, you need to listen carefully and be able to think of the skills and abilities involved in different occupations.

OBJECT:

The object of the game is to guess what kind of work the contestant does. You will find this out by questioning the contestant.

MATERIALS:

Some suggested occupations are included as well as questions the panelists might ask. These are only to give you an idea. When you are the contestant, you may think up your own occupation. (Be sure you know something about it so you can answer questions.) When you are a member of the panel, you may use your own questions.

RULES:

You need a Master of Ceremonies, a contestant, and 4 or more panelists to ask questions. No more than 20 questions may be asked.

The Master of Ceremonies runs the game, keeps count of the questions, and calls on the panelists for questions.

The contestant decides on what occupation he wants to represent. He answers questions but does not give added information.

The panelists ask questions that will bring out the skills, activities, and interests of the contestant so they can guess his occupation.

If 20 questions have been asked and no one has guessed the occupation of the contestant, then the contestant will tell the group his occupation; and another player becomes the contestant.

"WHAT'S MY OCCUPATION?"
SUGGESTED OCCUPATIONS

1. Airline Ticket Agent
2. Contractor
3. Ship Navigator
4. Painter
5. Doctor
6. Judge
7. Librarian
8. Landscaper
9. Teacher
10. Chef
11. Veterinarian
12. Farmer
13. Nurse
14. Police
15. Soldier

"WHAT'S MY OCCUPATION?"
SUGGESTED PANELIST QUESTIONS

1. Do you use special clothes for your job?
2. Do you work with people in your job?
3. What special skill that you learned in school do you use?
4. Did you have to take special training beyond high school?
5. Where did you learn how to do your work?
6. What kind of vacation do you take?
7. Do you make much money at your job?

Language Arts: Sentences, paragraph form, creative writing
Reading : Comprehension

CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations.

PERFORMANCE OBJECTIVE:

When provided with a list of abilities, skills, and interests necessary for ten occupations, the student will select an occupation that most interests him and justify, in writing, his choice as it relates to his own abilities, skills, and interests.

MATERIALS:

* Nine 8" x 10" occupation sheets
* Activity Directions sheet
Pencil
Paper

PREPARATION:

Either provide pencil and paper or ask the student to bring his own to the learning center. Make a copy of the Activity Directions sheet for each student who will be participating. Laminate occupation cards.

PROCEDURE:

The student has had previous confrontation with occupations and knows that different occupations require different skills and abilities and reflect different interests. You are now asking the student to ask himself where he will fit into the employment picture. What are his abilities? What are his weak points?

Give each student an Activity Directions sheet. Allow the students to look through the cards and write their choices independently.

EVALUATION:

Informally, check the students' written work and discuss the choices they have made.

PSYCHIATRIST

A PSYCHIATRIST:

is a medical doctor who has become a specialist in diagnosis, treatment, and prevention of mental disorders.

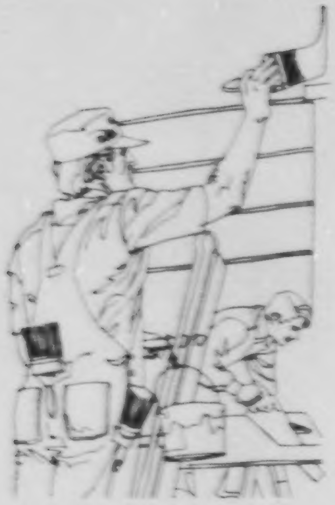
is usually in private practice. Others work in hospitals and clinics.

is in great demand. They make a good income.

has to have an education that is difficult and takes a long time. He needs a background of social science, humanities, and natural science. High school, college, and 4 years in medical school, besides 3 or 4 additional years of training in hospitals.

must be trustworthy. They must share the most intimate and personal part of their patients lives without becoming emotionally involved.

Fourteen years of schooling is the usual thing, after high school.



PAINTER

A PAINTER:

likes to work with colors.

knows how to prepare a surface ready for painting.

paints with brushes, spray guns, or rollers.

works inside and outdoors.

does work that is active and physically hard.

uses arithmetic, drawing, art, social studies, and English.

needs good eye-hand coordiantion, good color discrimination, and no physical handicaps with the exception of hearing defects.

usually has steady work. Sometimes in the winter months he is unemployed if he can't find inside work.

3404d

SURVEY WORKER

A SURVEYOR:

helps construct highways, airfields, bridges, dams, and other structures.

provides information on measurements and physical characteristics of the earth's surface.

have a good future as long as cities continue to grow and we build new highways.

usually works eight hours a day, five days a week. They sometimes work longer during the summer months when the weather is better for outdoor work.

does work that is active and takes a lot of energy.

needs to graduate from high school with a background in math and mechanical drawing. Up to three years of on-the-job training is necessary.

needs good physical health and a liking for outdoor work. Leadership qualities are important too because he supervises and directs the work of others.

SANITARIAN

A SANITARIAN:

is a specialist in environmental health.

examines food and water supplies.

is a consultant to industries such as beef packing plants.

gives health education programs to teach people better health habits.

is a growing field as people become more aware of the importance of encironmental health.

needs a bachelors degree in environmental health. They usually work as a trainee for a year, receiving on-the-job training.

must be able to get along well with people. They often need to be tactful in getting unsanitary conditions corrected. Needs to be an effective speaker before civic groups or in court.

needs a graduate degree in some aspect of public health if he hopes to reach high level positions in this field.

often comes in contact with unpleasant conditions such as sewage disposal and slum housing.

BROKER

A BROKER:

is also called a security salesman. Securities are stocks and bonds.

watches the stock market carefully and advises customers on what stocks and bonds to buy and sell.

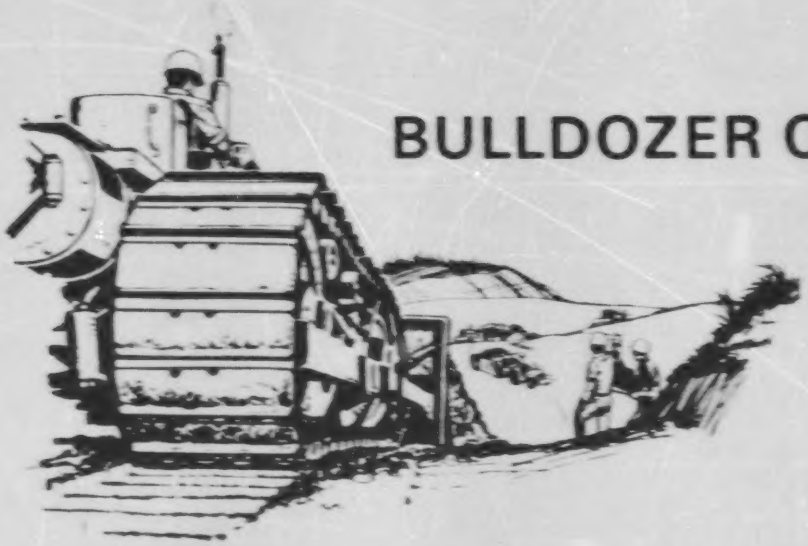
arranges for the sale and purchase of stock for his customers.

has a sound future as long as the nation's economy is sound.

needs a good background in math and English. Speaking and writing well is important. He needs a college education.

needs to be responsible and trustworthy. An alert and well-trained mind is also essential. A broker needs to be tactful and listens to his customers.

has a job that offers him unlimited opportunity, if he is conscientious and if the stock market is on the upswing.



BULLDOZER OPERATOR

A BULLDOZER OPERATOR:

runs a machine called a bulldozer. They help clear land for large scale construction projects.

as there is growth in construction activity there is more work for bulldozer operators.

works outdoors. They usually work in the warmer months and have slow periods during the winter months.

does work that is physically tiring because the constant movement of the machine shakes and jolts the operator.

needs a high school education.

needs to be strong physically and needs good coordination of eye, hand, and foot movements.

can advance to job foreman and sometimes to construction supervisor. They can get higher pay by training themselves to operate more complicated machinery.

has to work outdoors in all kinds of weather. Dirt and noise are part of the job.

INDUSTRIAL SCIENTIST
CHEMIST

A SCIENTIST:

in marketing does experiments and gives expert information in various fields of science.

must be a marketing expert. He or she helps develop new products and improves old ones.

is mostly employed by chemical companies. Some do work for private research institutes and foundations.

needs a good background in biology, chemistry, math, English, physics, and good reading and writing skills.

must be willing to work long periods of time before finding the answer to a problem. They must also pay attention to details, no matter how routine.

will find that grades are important to employers in their field.

earns high salaries.

does laboratory work that can be unpleasant and dangerous.

SCHOOL NURSE

THE SCHOOL NURSE:

works with the principal, teachers, and other school personnel in looking after the needs of school children.

examines the children and keeps their health records.

is needed in growing numbers as more schools are adding a nurse to the staff. About 1% of all nurses are men. More men are becoming nurses.

works in public or private schools.

usually works 5 days a week.

needs to be a high school graduate. Science and math are particularly important. A school nurse must have a bachelors degree in nursing.

needs good physical health, emotional maturity, sound judgement, and a sense of responsibility.

has a background that can lead to other career fields such as supervisors, instructors, and consultants for such companies as drug companies.

has to work with injured and crying children.

WELDERS

WELDERS:

join pieces of metal by applying heat, pressure, or both, to produce a permanent bond. There are at least forty different welding processes.

will be needed in growing numbers as metal work industries increase.

often do dangerous work so they wear protective clothing: goggles, helmets with a[illegible]ctive lenses, and other devices to prevent burns and eye injuries.

need to complete elementary school, vocational school, and one or two years on-the-job training.

require a steady hand, good eye-hand coordination, and good eyesight.

are often in contact with rust, grease, paint, and other elements found on the surface of metals they are welding.

ACTIVITY DIRECTIONS

1. Look at the nine occupation cards.
2. Read about the occupation on each one.
3. As you read about what is involved in each occupation, notice the skills and abilities that each one must have.
4. Which occupation interests you most? Which one best fits the skills, abilities, and interests that you already have?
5. Write a paragraph explaining which occupation you think you could do best and why.

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will identify the determinants of career development.

PERFORMANCE OBJECTIVE:

The student will complete the "Career Determinants" crossword puzzle with 80% accuracy.

MATERIALS:

*Crossword Puzzle "Career Determinants"
*Answer Key

PREPARATION:

Reproduce one copy of the puzzle for each student.

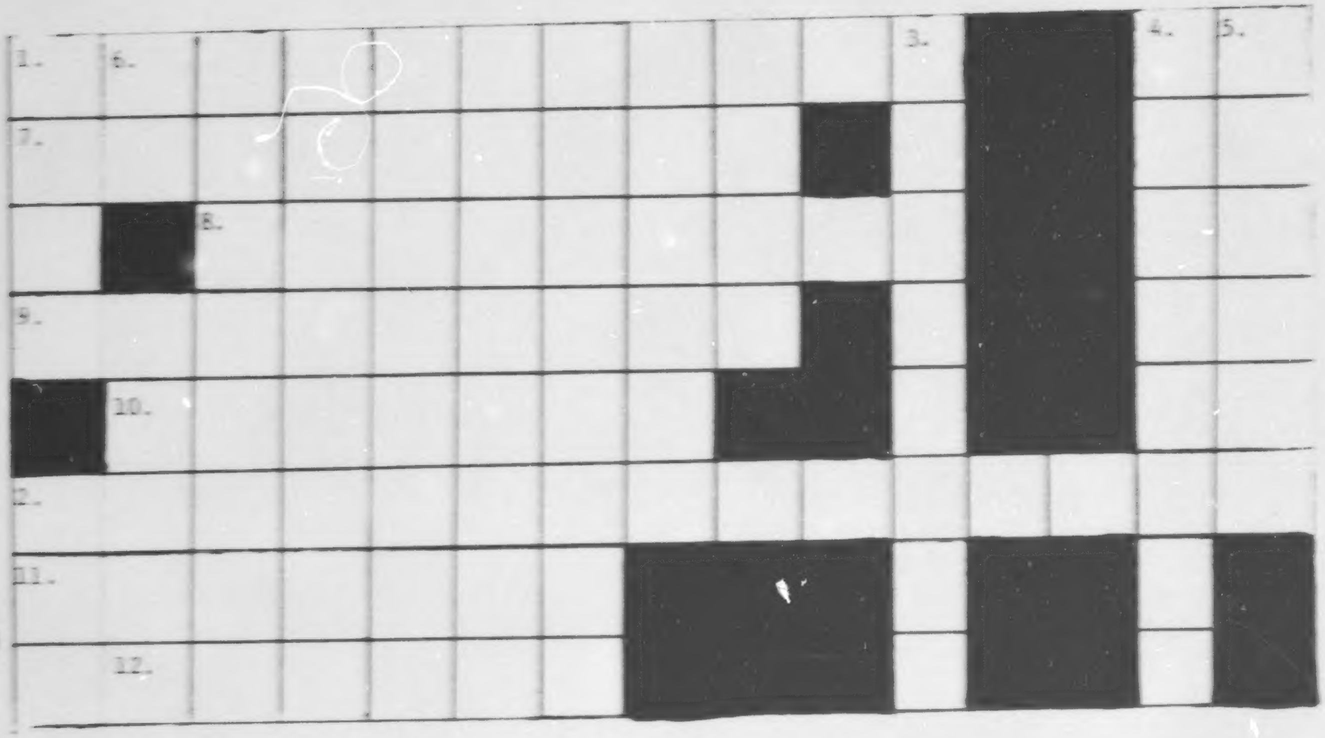
PROCEDURE:

The teacher may use this exercise as a whole class activity or in a learning center. Before the students begin conduct a brief discussion on the factors that help determine a person's career choice, introducing some of the new vocabulary.

EVALUATION:

Check each worksheet.

CAREER DETERMINANTS



Do you know what some factors are that determine what you will be when you grow up? Complete this puzzle and you will find out.

Down

1. Children of the same age group
2. Being either male or female
3. The enjoyment of, concern with, or curiosity about something
4. A particular occupation, business, or profession
5. Any group of persons closely related by blood, as parents, children, uncles, aunts, and cousins

ACROSS

2. What you know about yourself
6. A social group of any size whose members reside in a specific locality
7. The result produced instruction
8. A place of settlement
9. Sources of supply, support, or aid
10. The physical or mental power to do something
11. The resources of a community
12. The things of social life (ideals, customs, institutions, etc.) toward which the people of the group have a special regard

ANSWER SHEET

1 P	C	O	M	M	U	N	I	T	Y	3 I			4 V	5 F
7 E	D	U	C	A	T	I	O	N		N			O	A
E		8 L	O	C	A	T	I	O	N	T			C	M
R	E	S	O	U	R	C	E	S		E			A	I
	10 A	B	I	L	I	T	Y			R			T	L
S	E	L	F	A	W	A	R	E	N	E	S	S	I	Y
11 E	C	O	N	O	M	Y				S			O	
X	12 V	A	L	U	E	S				T			N	

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CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will compare and contrast determinants as they affect individuals in their career development.

PERFORMANCE OBJECTIVE:

The student will compare the career determinants of a variety of cartoon characters, identifying at least two similar and two different career determinants.

MATERIALS:

*Activity Sheets "How I Got Where I Am"
9 X 12 Manila Paper
Crayons
Pencils
Ruler

PREPARATION:

Reproduce an activity sheet for every four to five children and place manila paper, crayons, pencils, activity sheets, and rulers in language arts learning center. This activity can be done as a learning center activity or as a whole class activity.

PROCEDURE:

Review the format for cartoon writing with students. Review career determinants. Instruct the students to create a cartoon, reflecting one item on the "How I Got Where I Am" activity sheet. The first frame in the cartoon should begin: "Once I thought I wanted to be a (banker).... but now I am a (doctor). Here's how I got where I am..... Encourage creativity.

EVALUATION:

After all of the students have completed their cartoons, have them engage in a comparison activity. Each child is to explore the cartoons of the other students until he/she finds at least two career determinants similar to his cartoon characters', and two career determinants different from his cartoon characters'.

"HOW I GOT WHERE I AM"

NAME____

Directions: Choose one from the list below and write a humorous comic strip. Compare at least three career determinants. Be imaginative! Be creative!

1. Why I am a doctor rather than a banker.
2. Why I am a teacher rather than a soldier.
3. Why I am an architect rather than a pilot.
4. Why I am a pipefitter rather than a scientist.
5. Why I am a dancer rather than a psychiatrist.
6. Why I am a librarian rather than a receptionist.
7. Why I am an actress/actor rather than a painter
8. Why I am an electrician rather than a plasterer.
9. Why I am a plumber rather than a singer.
10. Why I am a writer rather than a lawyer.

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will analyze a career path in relation to its determinants.

PERFORMANCE OBJECTIVE:

Given a problem card describing a person's career path, the student will identify at least two career determinants in that person's life.

MATERIALS:

*Problem Cards - 6
Pencil, paper

PREPARATION:

Make sure students have done the first two activities in this set before doing this activity. Laminate the problem cards, if desired.

PROCEDURE:

Review the career determinants studied in the first two lessons of this set. Place the problem cards in a Language Arts learning center. Instruct the students to take turns reading a problem card and identifying the career determinants. After they have listed them aloud to the other students at the center, they should write them down.

EVALUATION:

Work with the children periodically to check the accuracy of their analysis.

PROBLEM CARD 1

Fred has just completed high school and is job hunting. He has taken many vocational education courses. The city is an industrial area and has a high unemployment rate. Fred does not plan to attend college. His family is pressuring him to get a job so he can help the family. He is considering volunteering for the Navy.

From what you know about Fred, what are some of the factors influencing his life? List as least two.

PROBLEM CARD 2

Jane has just completed college. She majored in journalism. Jane graduated at the top of her class, was editor of the school paper and very active in student government. She is having difficulty finding a job as a secretary.

From what you know about Jane, what are some factors influening her life? What kind of job does she seem best suited for?

PROBLEM CARD 3

Beth has taught at the same school for the last three (3) years. She likes teaching very much. Her parents and two sisters are teachers. Beth's husband Bob, is an engineer, but because of a decline in production, he has to find a job elsewhere. The couple has to move, but both have not been able to get a job in the same place. In one city, there were more engineers than needed and in another city there was an over supply of teachers. They are still looking for jobs.

List some factors influencing Beth's and Bob's lives. List at least two.

PROBLEM CARD 4

Ralph has finally found something he enjoys doing. When Ralph was in school, he was always called "dummy" by his classmates, his teachers provided little encouragement. Ralph felt like a failure because he was not like his classmates. Finally, when Ralph was beginning high school, a special school was recommended for him. Ralph received special training in gardening. He loves to work in the soil. Now that he has graduated, he is working for the city keeping the plants around city buildings looking beautiful. He is happy because he is doing what he likes and is self-supporting.

List some factors that influenced Ralph's life. List at least two.

PROBLEM CARD 5

Johnny is twenty-eight (28) years old and very unhappy with his life. He came from a large, low-income family. For Johnny, school was a bad trip, therefore when he became of age he dropped out. He drifted from job to job in this small rural community. He is presently job hunting.

From what you know about Johnny, list some of the factors that have influenced his life. List at least two.

PROBLEM CARD 6

Melba is a photographer. She travels all over the world on different assignments. Melba comes from a very wealthy family. She attended the best schools. She has always liked to travel. Melba is very satisfied with her job.

From what you know about Melba, list some of the factors that have influenced her life. List at least two.

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will evaluate and select the determinants that will positively affect his/her own career path.

PERFORMANCE OBJECTIVE:

The student will identify the ten most important career determinants in his life, using a Career Determinants worksheet.

MATERIALS:

*Activity sheet "Career Determinants"
Pencil

PREPARATION:

This activity may be done as a group activity or placed in a learning center.

Reproduce enough activity sheets for each participating child to use one.

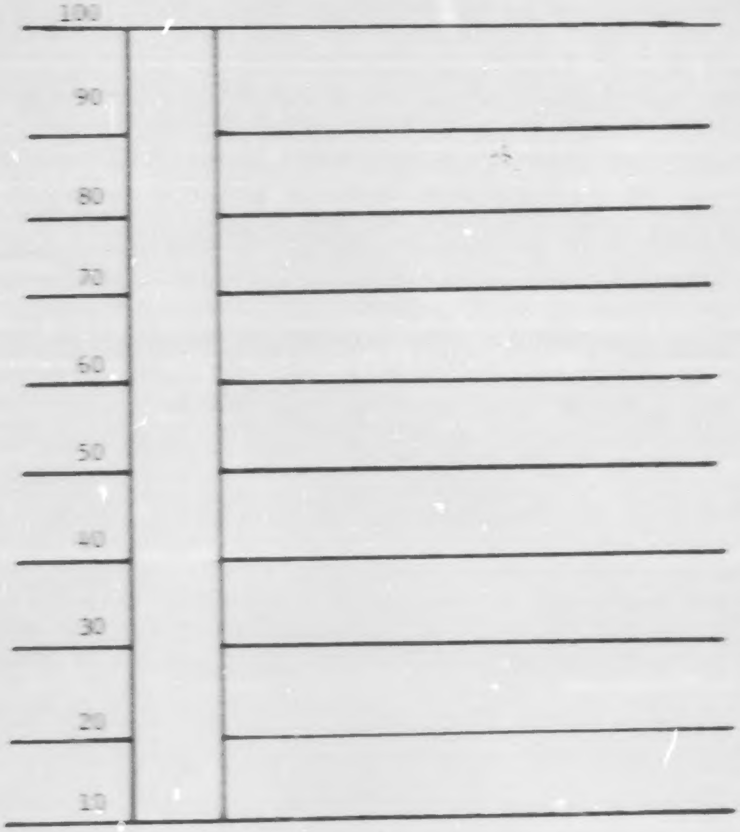
PROCEDURE:

Discuss with the students their present career choices. After they have identified their present career interests, have them think what has influenced them to be interested in that particular career. Then have them fill in the Career Determinants worksheet.

CAREER DETERMINANTS

NAME________________________________

Directions: From the list below of things that influence a person's career choice, choose the ones you think will be most important in determining your own career. Write them in the spaces above, assigning each one a value. For example, the most important might be assigned a value of 100 and the least important a value of 10.



INTELLIGENCE
SPECIAL APTITUDE
INTEREST
VALUES
NEEDS
EDUCATION
FAMILY
PEERS
RACE
RELIGION

SEX
FADS
LUCK/CHANCE
COMMUNITY
MONEY
HEALTH
WAR
TECHNOLOGICAL CHANGE
NATURAL DISASTER

Language Arts: Word recognition, vocabulary development 3406A

CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

CAREER OBJECTIVE:

The student will identify the positive contributions made by himself/herself and/or others in a given work setting.

PERFORMANCE OBJECTIVE:

The student will be able to find and circle on a word Scramble Puzzle, twenty-five positive contributions made by various workers.

MATERIALS:

*Career Contributions word Scramble Puzzle
*Answer Key
Pencils

PREPARATION:

Duplicate Career Contributions sheets and place them in a learning center, along with the Answer Key.

PROCEDURE:

The students can do this exercise independently by following the directions printed on the sheet. Instruct them to check their work on the Answer Key.

EVALUATION:

Informally question the students who complete the puzzle; ask them to identify specific careers which make the contributions they found in the puzzle sheet.

POSITIVE CONTRIBUTIONS BY WORKERS TO SOCIETY

See if you can circle all 30 words that show in the puzzle. The words run from left to right, right to left, top to bottom and diagonally. Use the list of words at the bottom to keep track of the words you have found.

H	I	C	E	G	D	E	L	W	O	N	K	E	A	D	E
L	C	O	N	S	E	R	V	A	T	I	O	N	N	O	C
N	O	M	T	G	T	L	G	A	N	R	D	O	O	F	O
U	N	F	E	S	N	U	A	D	R	T	I	I	I	E	L
E	S	O	R	R	I	I	N	W	K	T	I	T	T	N	O
R	T	R	T	D	G	E	H	R	A	S	E	C	A	B	G
U	R	T	A	E	S	C	M	T	L	K	C	E	C	A	Y
S	U	N	I	S	N	S	R	O	O	I	L	T	I	B	T
A	C	E	N	R	A	O	G	S	Y	L	T	O	N	C	E
E	T	Y	M	H	P	A	I	E	E	L	C	R	U	R	F
L	I	T	E	S	L	H	C	G	E	R	O	P	M	L	A
P	O	U	N	D	R	I	N	K	I	E	V	K	M	S	S
E	N	A	T	H	T	L	A	E	H	L	I	I	O	T	W
Y	R	E	S	S	E	N	I	L	N	A	E	L	C	H	E
T	O	B	U	W	M	S	H	E	L	T	E	R	I	E	N
L	A	J	L	S	V	T	T	I	N	R	E	C	N	O	C

ART
BEAUTY
CLEANLINESS
CLOTHING
COMFORT
COMMUNICATION
CONCERN
CONSERVATION
CONSTRUCTION
DRINK
ECOLOGY
ENTERTAINMENT
FOOD
GUIDANCE
HEALTH
JOY
JUSTICE
KINDNESS
KNOWLEDGE
LAW
LOVE
NEWS
PLEASURE
PROTECTION
RELIGION
SAFETY
SERVICE
SHELTER
SKILL
TRANSPORTATION

POSITIVE CONTRIBUTIONS BY WORKERS TO SOCIETY

See if you can circle all 30 words that show in the puzzle. The words run from left to right, right to left, top to bottom and diagonally. Use the list of words at the bottom to keep track of the words you have found.

H	I	C	E	G	D	E	L	W	O	N	K	E	A	D	E
L	C	O	N	S	E	R	V	A	T	I	O	N	N	O	C
N	O	M	T	G	T	L	G	A	N	R	D	O	O	F	O
U	N	F	E	S	N	U	A	D	R	T	I	I	I	E	L
E	S	O	R	R	I	I	N	W	K	T	I	T	T	N	O
R	T	R	T	D	E	E	H	R	A	S	E	C	A	B	G
U	R	T	A	E	S	C	M	T	L	K	C	E	C	A	Y
S	U	N	I	S	N	S	R	O	O	I	L	T	I	B	T
A	C	E	N	R	A	O	G	S	V	L	T	O	N	C	E
E	T	Y	M	H	P	A	I	E	E	L	O	R	U	R	F
L	I	T	E	S	L	H	C	G	E	R	O	P	M	L	A
P	O	U	N	D	R	I	N	K	I	E	V	K	M	S	S
E	N	A	T	H	T	L	A	E	H	L	I	I	O	T	W
Y	R	E	S	S	E	N	I	L	N	A	E	L	C	H	E
T	O	B	U	W	M	S	H	E	L	T	E	R	J	E	N
L	A	J	L	S	V	T	T	T	N	R	E	C	N	O	C

ART
BEAUTY
CLEANLINESS
CLOTHING
COMFORT
COMMUNICATION
CONCERN
CONSERVATION
CONSTRUCTION
DRAMA

ECOLOGY
ENTERTAINMENT
FOOD
GUIDANCE
HEALTH
JOY
JUSTICE
KINDNESS
KNOWLEDGE
LAW

LOVE
NEWS
PLEASURE
PROTECTION
RELIGION
SAFETY
SERVICE
SHELTER
SKILL
TRANSPORTATION

CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

88

CAREER OBJECTIVE:

The student will compare and contrast the different contribultions made by different individuals in a given work setting.

PERFORMANCE OBJECTIVE:

The student will identify common contributions made by different workers of the same occupational cluster, using a posttest worksheet with 70% accuracy.

MATERIALS:

*Posttest worksheet
*Answer Key
Pictures of career persons referred to in the worksheets
Pencil

PREPARATION:

Gather as may pictures of the fine arts workers as possible. Place them on a table or chalkboard where all students can see.

Reproduce copies of the Posttest worksheet.

PROCEDURE:

Discuss the various roles and contributions of the fine arts workers. Then give each student a copy of the Posttest worksheet to work.

EVALUATION:

Check the Posttest worksheets, using the Answer Key or have the students check.

PRE-TEST WORKSHEET

All of the workers below belong to one cluster. Compare the various contributions made by the different workers who make up the cluster. Circle similar contributions made by different workers.

FINE ARTS AND HUMANITIES:

1. Rock Group Musician
   (Pleasure, music, noise, skill, rhythm)

2. Actress
   (Entertainment, understanding of others, poise, fashion, beauty, hair style, interpretation, tone quality)

3. Comedian
   (humor, self-confidence, happiness)

4. Playwright
   (suspense, entertainment, culture, literature, richness of language, mystification)

5. Novelist
   (suspense, understanding of others, literature, thrill, richness of language)

6. Opera Singer
   (tone quality, emotion, emphasis, music, drama, interpretation, communication)

7. Make-Up Artist
   (realism, color, harmony, effect)

8. Portrait Photographer
   (poise, balance, art, beauty, color)

9. Director
   (action, interpretation, movies)

10. Conductor
    (beauty, harmony, melody, self-confidence, music, interpretation, rhythm, aesthetics)

11. Booking Agent
    (information, knowledge, executive ability, entertainment)

12. Lighting Specialist
    (beauty, effect)

13. Choreographer
(rhythm, poise, interpretation)

14. Lyricist
(emphasis, interpretation, words to music)

15. Composer
(beauty, aesthetics, melody, rhythm)

16. Sculptor
(texture, form, beauty)

17. Dancer
(interpretation, coordinated movement, beauty, poise)

18. Artist
(harmony, form, color, beauty, appreciation)

19. Costume designer
(nostalgia, authenticy, realism, color)

POSTTEST

Underline the answer that you think is correct.

1 A Playwright and a novelist contribute to

a. church
b. literature
c. charity

2. An Actress and an opera singer

a. live in a tent
b. perform on stage
c. work for the government

3. A comedian/comedianne make audiences

a. laugh
b. cry
c. dance

4. A Poet/Lyricist

a. Write singable poems
b. play character roles
c. travel to foreign countries

5. A director and a conductor help others

a. travel
b. build
c. perform

6. An artist and a sculptor

a. create beauty
b. grow flowers
c. write commercials

7. A rock group musician and a booking agent must

a. ride trains
b. work with others
c. build scenery

8. A lighting specialist and a set designer are necessary for

a. learning karate
b. successful play productions
c. winning law suits

9. A choreographer and a dancer work together for

   a. health
   b. wealth
   c. communicating through movement

10. A stage hand and a set designer work with

   a. tickets
   b. food
   c. scenery

11. Costume designer and make-up artists

   a. write stories
   b. personify characters
   c. sing opera arias

12. A portrait photographer and a portrait painter make pictures of

   a. pets
   b. people
   c. landscapes

13. A composer/arranger create music for

   a. choral groups
   b. theory classes
   c. hurdy-gurdies

14. A conductor and a composer are dependent on

   a. the weather
   b. the government
   c. each other

15. A dancer and a comedian may be

   a. lumberjacks
   b. TV stars
   c. train engineers

POSTTEST ANSWER KEY

1. b
2. b
3. a
4. a
5. c
6. a
7. b
8. b
9. c
10. c
11. b
12. b
13. a
14. c
15. b

CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

CAREER OBJECTIVE:

The student will analyze, in a given work setting, the variety of contributions made by all individuals involved.

PERFORMANCE OBJECTIVE:

Given a crossword puzzle, the student will find words indicating occupations and products or services essential to his well being, with 85% accuracy.

MATERIALS:

*Worker contributions crossword puzzle
Pencil for each student
*One copy of key

PREPARATION:

Reproduce needed number of puzzles and directions, and one key.

PROCEDURE:

Child will work puzzle individually at learning center. Upon completion, he may check his own work with the key.

EVALUATION:

Student should be able to complete puzzle with 85% accuracy.

7

Key to Career Contributions Crossword Puzzle

Horizontal

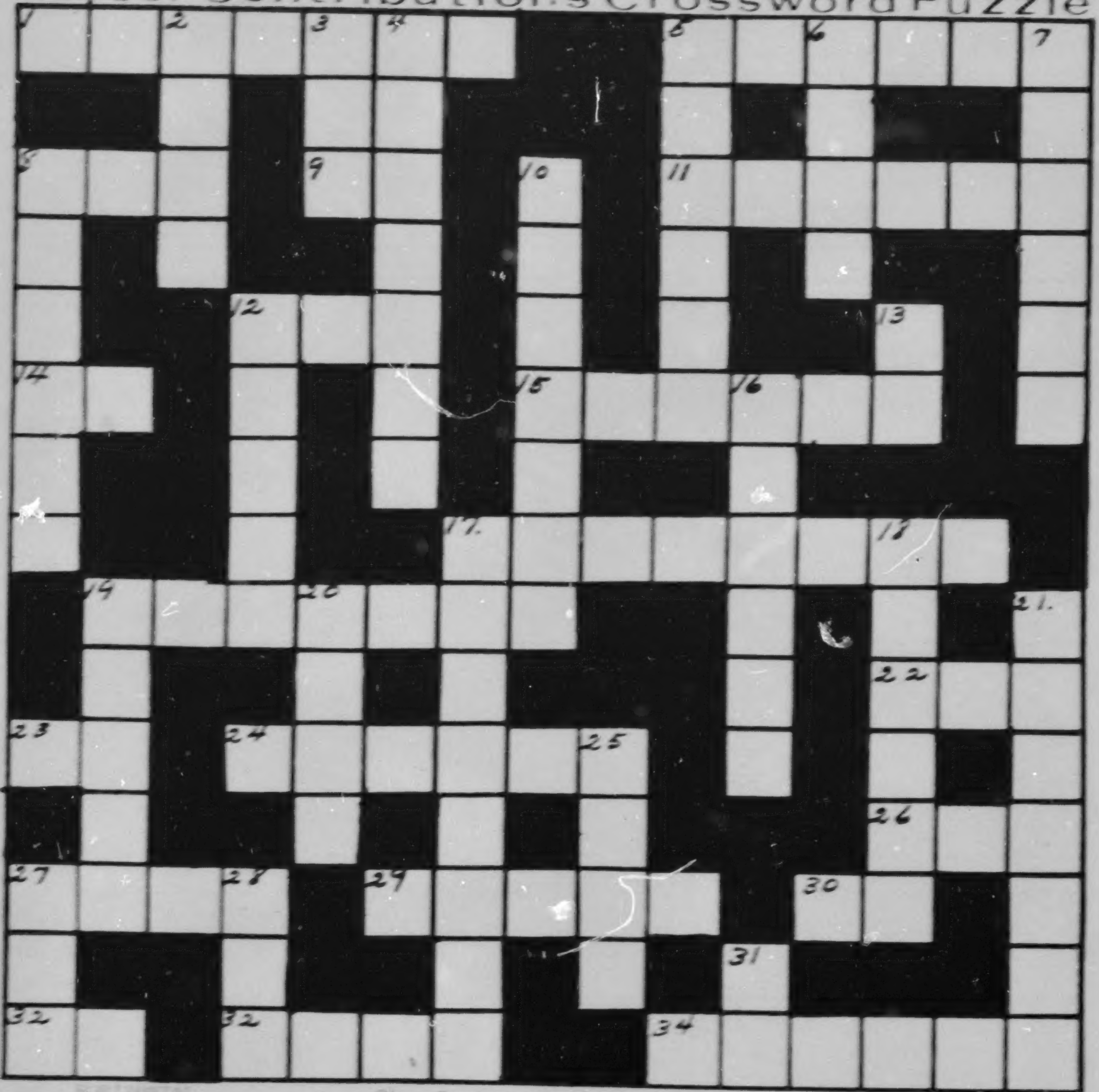
1. Dentist
5. Artist
8. Jot
9. Sr.
11. Turnip
12. Pie
14. Ky
15. Barber
17. Mechanic
19. Butcher
22. Vie
23. OK
24. Grocer
26. NNE
27. Trip
29. Mason
30. Ft.
32. Pi
33. oust
34. Tailor

Vertical

2. Note
3. Its
4. Surgeon
5. Author
6. Tire
7. Typist
8. Jockey
10. Cobbler
12. Pilot
13. Dr.
16. Beauty
17. Merchant
18. Invent
19. Baker
20. Curl
21. Jeweler
25. Room
27. Tip
28. Pro
31. Ma

3406C

Career Contributions Crossword Puzzle



HORIZONTAL

1. Cleans teeth
5. Draws pictures
8. To write
9. Abbr. for Senior
11. Grows in a garden
12. Baker's product
14. Abbr. for Kentucky
15. Cuts hair
17. Works on cars
19. Makes hamburger
22. Compete
23. All right
24. Sells groceries
26. Compass direction
27. Vacation
29. Pours cement
30. Abbr. for feet
32. Greek letter
33. To drive out
34. Makes clothes

VERTICAL

2. Written communication
3. Contraction for "it is"
4. Performs operations
5. Writes stories
6. Needed for car wheels
7. Works in an office
8. Rides horses
10. Repairs shoes
12. Flies a plane
13. Abbr. for doctor
16. Kind of contest
17. Sells goods
18. To create something new
19. Bakes bread
20. Beautician does this to a lady's hair
21. Sells diamonds
25. Rent this at a hotel
27. Paid to a waitress
28. Sports professional
31. Nickname for mother

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVES:

The student will identify the contributions of different occupations to society.

PERFORMANCE OBJECTIVE:

Given the occupational circles with occupation contributions, the student will match occupational names with contributions with 90 percent accuracy.

MATERIALS:

* Occupational circles--4
* Clothespins--40
* Worker names for clothespins
* Answer Key
Plastic bags or envelopes--4

PREPARATION:

Attach one of the provided worker names to each clothespin. Laminate the occupational circles. Put the clothespins in plastic bags or envelopes. Place in a learning center. (Each circle has a number on the back. The number following the worker's name on the clothespin should match the occupational circle number.)

PROCEDURE:

Direct the students to match workers with their contributions by attaching a clothespin with a worker name to the appropriate description of that worker's contribution. Students may check their work against the Answer Key on the back of the circle. Each student should do all four circles.

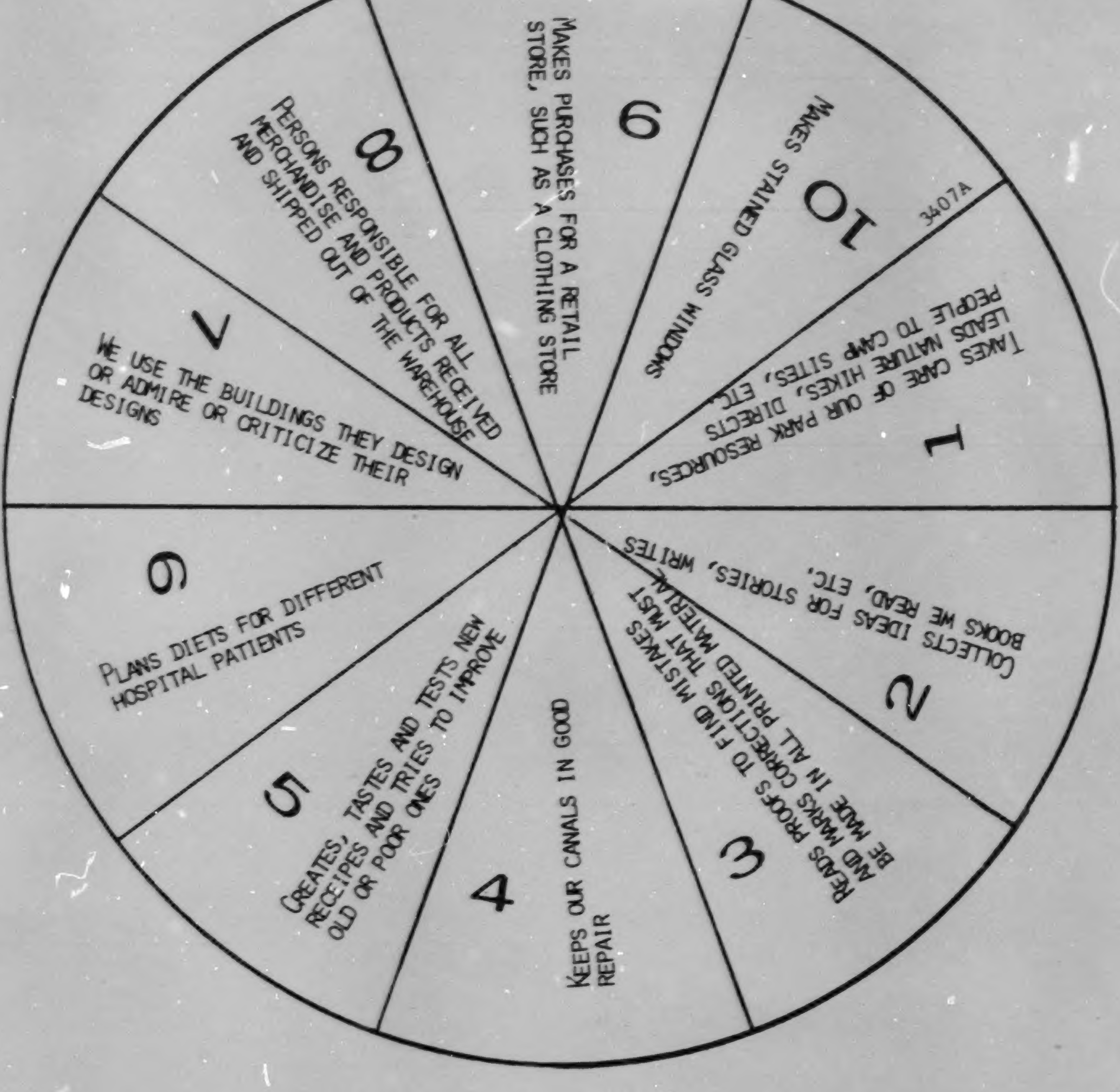
EVALUATION:

Informally, check the students' completed work.

WORKER NAMES for CLOTHESPINS

Directions: Cut and attach each name to a clothespin.

LANDSCAPER (1)
SURVEYOR (1)
AQUARIST (1)
SANITARIAN (1)
STATISTICIAN (1)
PLASTERER (1)
COSMETOLOGIST (1)
CONTRACTOR (1)
QUARTERBACK (1)
FORESTER (1)
RANGER (2)
WRITER (2)
PROOFREADER (2)
CANAL TENDER (2)
RECIPE DEVELOPER (2)
DIETITIAN (2)
ARCHITECTS (2)
WAREHOUSE WORKER (2)
BUYER (2)
GLAZIER (2)
WAITPERSON (3)
CATERER (3)
ROUTE AGENT (3)
OCEANOGRAPHERS (3)
BELL CAPTAINS (3)
CITY PLANNER (3)
DENTAL HYGIENIST (3)
SOCIAL WORKER (3)
RECEPTIONIST (3)
COMMUNITY WORKERS (3)
TICKET AGENT (4)
HOUSEKEEPER (4)
LITHOGRAPHER (4)
BUILDING INSPECTORS (4)
BUS DRIVERS (4)
DISPLAY WORKER (4)
MODELS (4)
LOAN OFFICER (4)
TELLER (4)
DETECTIVE (4)



1 TAKES CARE OF OUR PARK RESOURCES, LEADS NATURE HIKES, DIRECTS PEOPLE TO CAMP SITES, ETC.

2 COLLECTS IDEAS FOR STORIES, WRITES BOOKS WE READ, ETC.

3 READS PROOFS TO FIND MISTAKES AND MARKS CORRECTIONS THAT MUST BE MADE IN ALL PRINTED MATERIAL

4 KEEPS OUR CANALS IN GOOD REPAIR

5 CREATES, TASTES AND TESTS NEW RECEIPES AND TRIES TO IMPROVE OLD OR POOR ONES

6 PLANS DIETS FOR DIFFERENT HOSPITAL PATIENTS

7 WE USE THE BUILDINGS THEY DESIGN OR ADMIRE OR CRITICIZE THEIR DESIGNS

8 PERSONS RESPONSIBLE FOR ALL MERCHANDISE AND PRODUCTS RECEIVED AND SHIPPED OUT OF THE WAREHOUSE

9 MAKES PURCHASES FOR A RETAIL STORE, SUCH AS A CLOTHING STORE

10 MAKES STAINED GLASS WINDOWS

ANSWERS

1. RANGER
2. WRITER
3. PROOFREADER
4. CANAL TENDER
5. RECIPE DEVELOPER
6. DIETITIAN
7. ARCHITECT
8. WAREHOUSE WORKER
9. BUYER
10. GLAZIER

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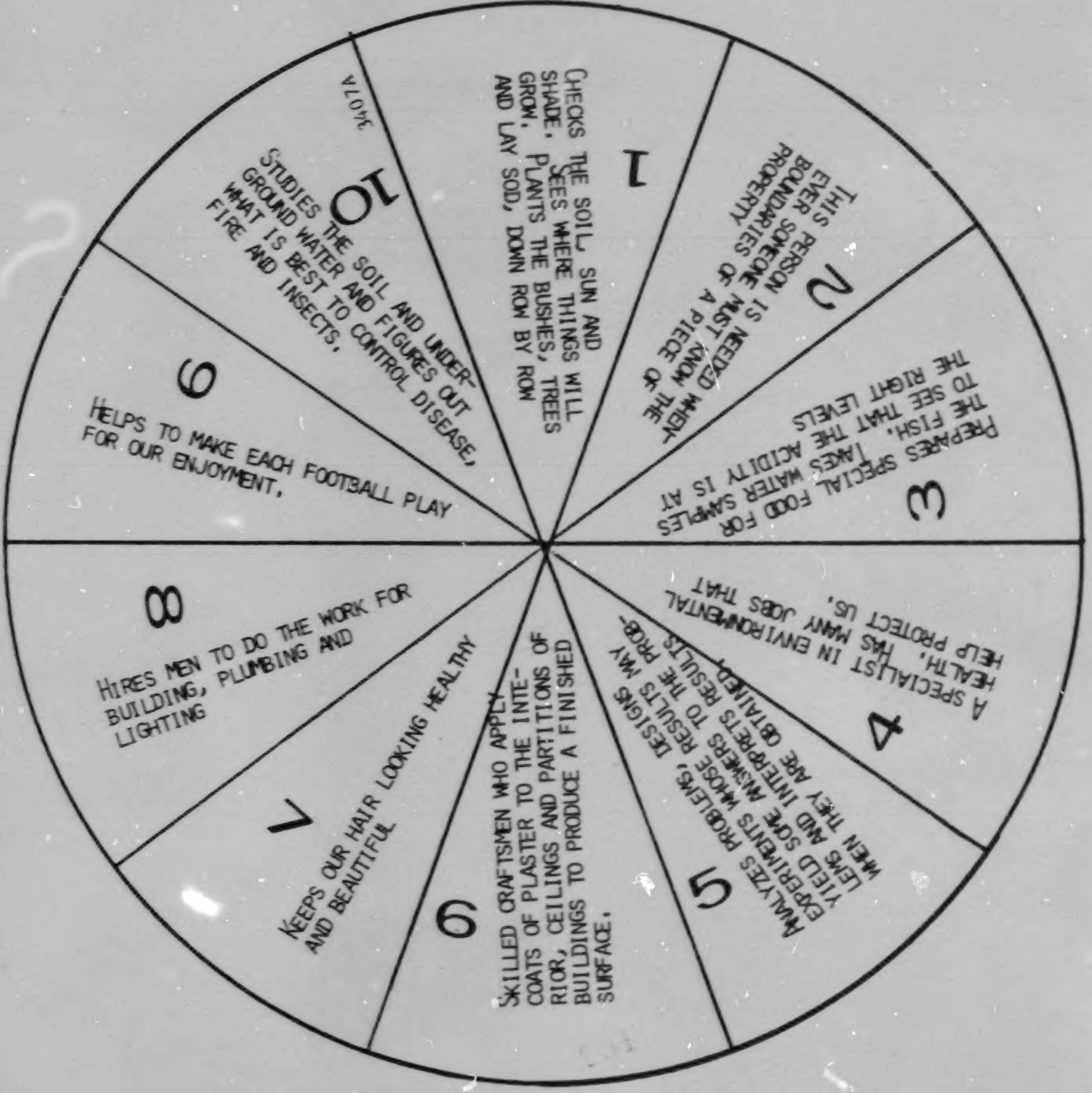

1 CHECKS THE SOIL, SUN AND SHADE. SEES WHERE THINGS WILL GROW. PLANTS THE BUSHES, TREES AND LAY SOD, DOWN ROW BY ROW

2 THIS PERSON IS NEEDED WHENEVER SOMEONE MUST KNOW THE BOUNDARIES OF A PIECE OF PROPERTY

3 PREPARES SPECIAL FOOD FOR THE FISH. TAKES WATER SAMPLES TO SEE THAT THE ACIDITY IS AT THE RIGHT LEVELS

4 A SPECIALIST IN ENVIRONMENTAL HEALTH. HAS MANY JOBS THAT HELP PROTECT US.

5 ANALYZES PROBLEMS, DESIGNS EXPERIMENTS WHOSE RESULTS MAY YIELD SOME ANSWERS TO THE PROBLEMS AND INTERPRETS RESULTS WHEN THEY ARE OBTAINED.

6 SKILLED CRAFTSMEN WHO APPLY COATS OF PLASTER TO THE INTERIOR, CEILINGS AND PARTITIONS OF BUILDINGS TO PRODUCE A FINISHED SURFACE.

7 KEEPS OUR HAIR LOOKING HEALTHY AND BEAUTIFUL

8 HIRES MEN TO DO THE WORK FOR BUILDING, PLUMBING AND LIGHTING

9 HELPS TO MAKE EACH FOOTBALL PLAY FOR OUR ENJOYMENT.

10 STUDIES THE SOIL AND UNDERGROUND WATER AND FIGURES OUT WHAT IS BEST TO CONTROL DISEASE, FIRE AND INSECTS.

ANSWERS

1. LANDSCAPER
2. SURVEYOR
3. AQUARIST
4. SANITARIAN
5. STATISTICIAN
6. PLASTERER
7. COSMETOLOGIST
8. CONTRACTOR
9. QUARTERBACK
10. FORESTER

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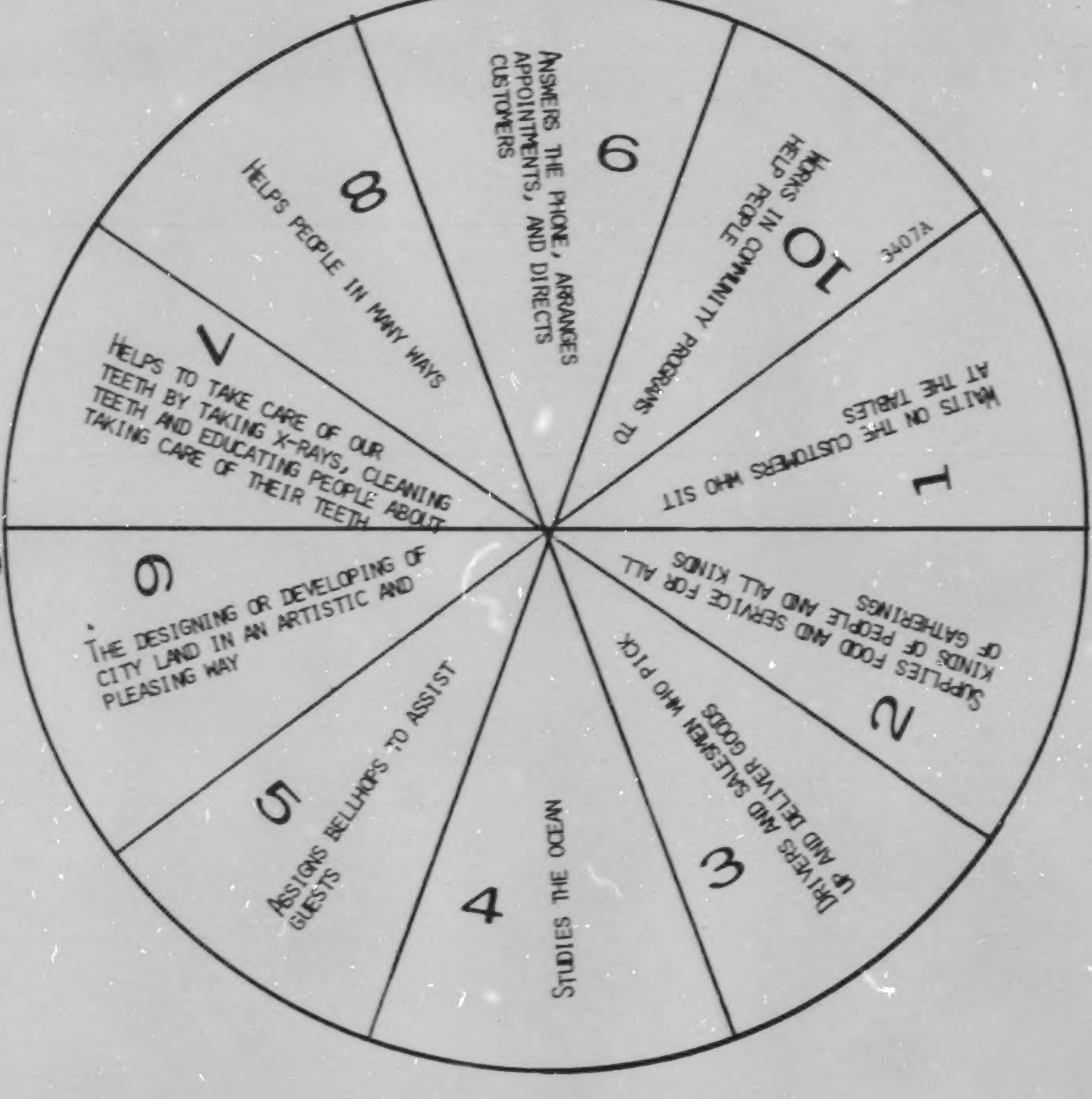

1 WAITS ON THE CUSTOMERS WHO SIT AT THE TABLES

2 SUPPLIES FOOD AND SERVICE FOR ALL KINDS OF PEOPLE AND ALL KINDS OF GATHERINGS

3 DRIVERS AND SALESMEN WHO PICK UP AND DELIVER GOODS

4 STUDIES THE OCEAN

5 ASSIGNS BELLHOPS TO ASSIST GUESTS

6 THE DESIGNING OR DEVELOPING OF CITY LAND IN AN ARTISTIC AND PLEASING WAY

7 HELPS TO TAKE CARE OF OUR TEETH BY TAKING X-RAYS, CLEANING TEETH AND EDUCATING PEOPLE ABOUT TAKING CARE OF THEIR TEETH

8 HELPS PEOPLE IN MANY WAYS

9 ANSWERS THE PHONE, ARRANGES APPOINTMENTS, AND DIRECTS CUSTOMERS

10 WORKS IN COMMUNITY PROGRAMS TO HELP PEOPLE

ANSWERS

1. WAITPERSON
2. CATERER
3. ROUTE AGENT
4. OCEANOGRAPHER
5. BELL CAPTAIN
6. CITY PLANNER
7. DENTAL HYGIENIST
8. SOCIAL WORKER
9. RECEPTIONIST
10. COMMUNITY WORKER

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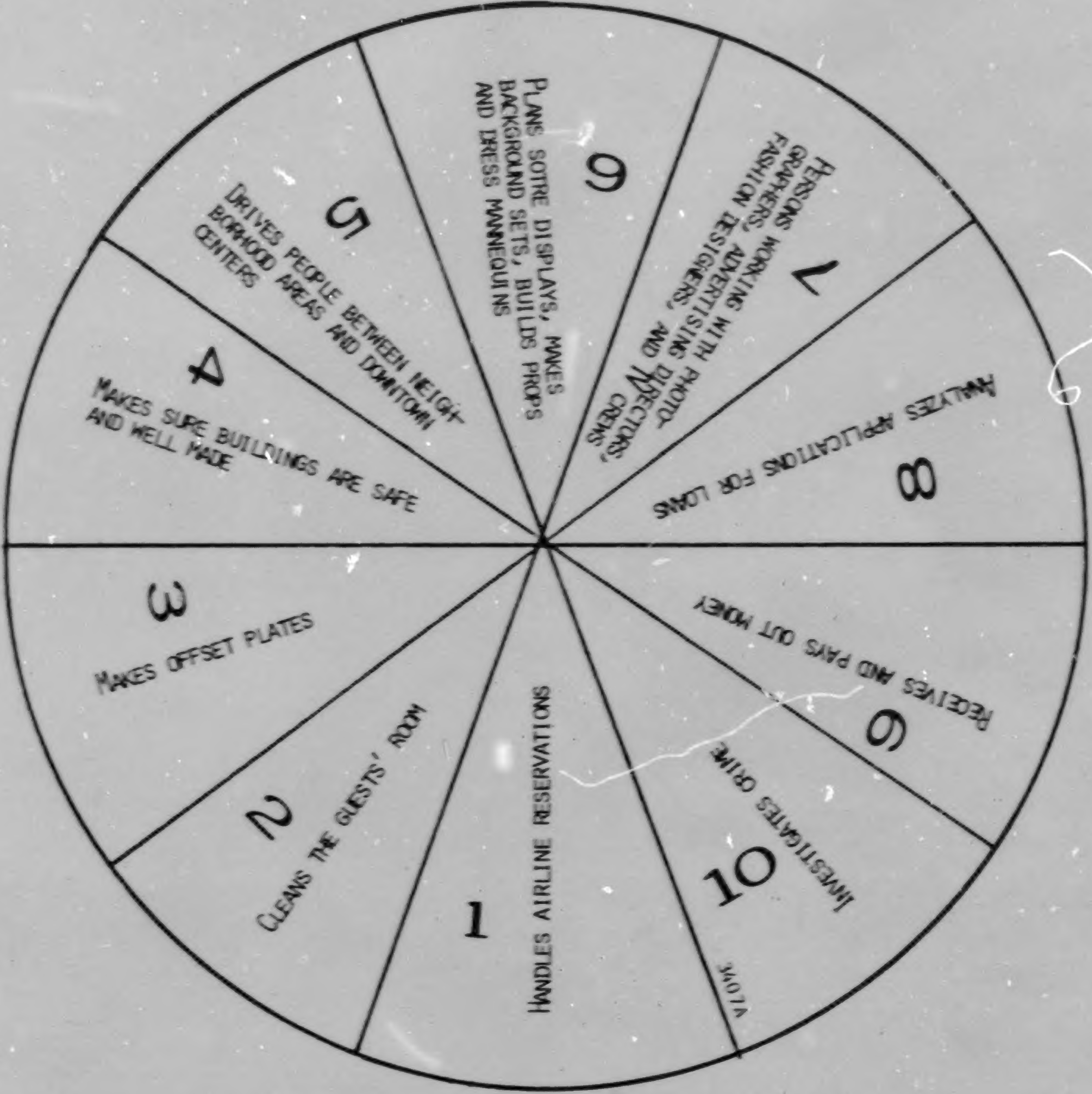

1
HANDLES AIRLINE RESERVATIONS
2
CLEANS THE GUESTS' ROOM
3
MAKES OFFSET PLATES
4
MAKES SURE BUILDINGS ARE SAFE AND WELL MADE
5
DRIVES PEOPLE BETWEEN NEIGHBORHOOD AREAS AND DOWNTOWN CENTERS
6
PLANS SOTRE DISPLAYS, MAKES BACKGROUND SETS, BUILDS PROPS AND DRESS MANNEQUINS
7
PERSONS WORKING WITH PHOTOGRAPHERS, ADVERTISING DESIGNERS, FASHION DESIGNERS, DIRECTORS, AND TV CREWS
8
ANALYZES APPLICATIONS FOR LOANS
9
RECEIVES AND PAYS OUT MONEY
10
INVESTIGATES CRIME
3407A

ANSWERS

1. TICKET AGENT
2. HOUSEKEEPER
3. LITHOGRAPHER
4. BUILDING INSPECTOR
5. BUS DRIVER
6. DISPLAY WORKER
7. MODELS
8. LOAN OFFICER
9. TELLER
10. DETECTIVE

Social Studies: Interdependence
Language Arts: Word Recognition

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will identify the contributions of different occupations to our society.

PERFORMANCE OBJECTIVE:

Given a list of worker names and a list of worker contributions, the student will appropriately match the two, with 90% accuracy.

MATERIALS:

*"Worker Contributions" worksheet
*Answer sheet

PREPARATION:

Reproduce enough copies of the worksheet for each participating student. Place the materials in a learning center.

PROCEDURE:

Review the other two activities in this set. Instruct the students to work the worksheet in the learning center, and check their work against the answer sheet.

EVALUATION:

Informally check the students' work.

WORKER CONTRIBUTIONS

Below is a list of workers and a list of job descriptions. Each worker is involved in some way with meeting the needs of the dead. Match the worker with the job description.

1. _____ clergy
2. _____ tombstone engraver
3. _____ funeral director
4. _____ embalmer
5. _____ grave digger
6. _____ maintenance crew
7. _____ security personnel
8. _____ florist
9. _____ caterer
10. _____ casket maker
11. _____ organist
12. _____ coroner
13. _____ doctor
14. _____ newspaper writer
15. _____ personnel in vital statistics dept.
16. _____ personnel at the morgue

a. responsible for the sanitary preparation of the body
b. responsible for preparing the grave
c. responsible for providing flowers
d. responsible for providing appropriate music
e. responsible for acknowledging death and signing death certificate
f. responsible for proper indentification and storage of body
g. responsible for performing last rites
h. responsible for caring for the dead until burial or cremation
i. responsible for making caskets
j. responsible for finding cause of death
k. responsible for providing food if necessary
l. responsible for the upkeep of the cemetary
m. responsible for reporting deaths
n. responsible for keeping accurate records of the dead
o. responsible for patrolling the cemetary
p. responsible for making and engraving headstones

ANSWER SHEET

1. G
2. P
3. H
4. A
5. B
6. L
7. O
8. C
9. K
10. I
11. D
12. J
13. E
14. M
15. N
16. F

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will compare and contrast the contributions made by different occupations to society.

PERFORMANCE OBJECTIVE:

The student will select one occupation from a master list, interview a representative from that occupation, and plot his/her findings on a class graph.

MATERIALS:

* Interview Guide
* Worker List
* Sample Graph
Poster board
Colored markers

PREPARATION:

Reproduce an Interview Guide and a Worker List for each child involved in this activity. Get the students to help you locate the workers on the list. Either invite the workers to class or plan ways for students to go out to see the workers.

PROCEDURE:

Review procedures for interviewing with students. Each student will be given a list of workers. The student will choose one worker to interview using the Interview Guide provided. After interviews are completed, students can plot their cumulative findings on a graph similar to the sample provided.

EVALUATION:

The students will show their findings on a class graph.

INTERVIEW GUIDE

NAME:
DATE:
NAME OF PERSON INTERVIEWED:
JOB OF PERSON INTERVIEWED:
DATE OF INTERVIEW:

1. What is your job?

2. How much training do you need for your job?

3. How long have you done this?

4. What do you like about your job?

5. What do you dislike about your job?

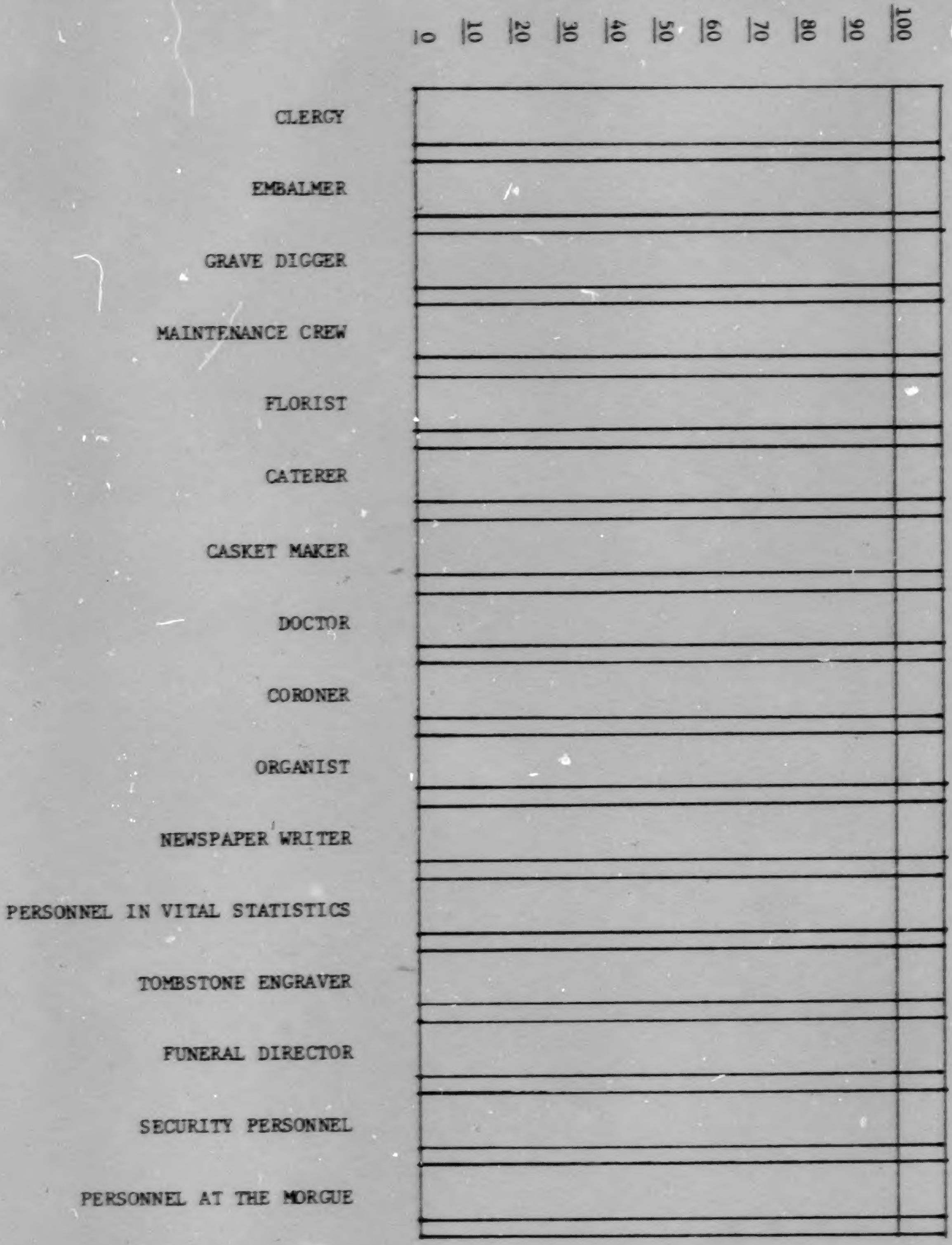
6. About what percentage of your work is involved with taking care of the needs of deceased persons?

   100%
   90%
   80%
   70%
   60%
   50%
   40%
   30%
   20%
   10%

WORKER LIST

DIRECTIONS: Choose one.

1. Clergy
2. Tombstone Engraver
3. Funeral Director
4. Embalmer
5. Grave Digger
6. Maintenance Crew
7. Security Personnel
8. Florist
9. Caterer
10. Casket Maker
11. Organist
12. Coroner
13. Doctor
14. Newspaper Writer
15. Personnel in Vital Statistics Department
16. Personnel at the Morgue



SAMPLE GRAPH

PERCENTAGE OF WORKERS' TIME SPENT ON DECEASED

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will evaluate which occupations would be needed to achieve certain objectives.

PERFORMANCE OBJECTIVE:

Each student will complete three (3) activity cards from a Tic-Tac-Toe game.

MATERIALS:

* Contribution cards (9)
Manila folder
Library card holders--9
Paper
Pencils

PREPARATION:

Glue nine (9) 3" x 3" library card holders to the inside of a Manila folder. Number the holders horizontally starting at the top left-hand corner. Write the name of the game on the folder and the directions for playing. Place the Tic-Tac-Toe game in a learning activity center.

PROCEDURE:

Instruct students to choose any three (3) activity cards to complete. They should write their responses on paper. Completion of three cards will give them a Tic-Tac-Toe.

EVALUATION:

In a class question-and-answer session, the students may share and defend the answers to the Tic-Tac-Toe cards.

YOU ARE STAYING IN A HOTEL.

LIST THE WORKERS AND SERVICES PROVIDED.

WHICH ONE DO YOU THINK IS THE MOST IMPORTANT? WHY?

1

THERE HAS BEEN A DEATH IN THE FAMILY.

LIST THE WORKERS INVOLVED IN THE PREPARATION OF THE FUNERAL UNDER THE COLUMNS MOST HELPFUL AND LEAST HELPFUL.

2

3407D

YOU WANT A FAMOUS WRITER TO WRITE A STORY ABOUT YOUR FAMILY.

WHO WOULD YOU CHOOSE? WHY?

3

3407D

YOU HAVE AN IMPORTANT EVENT TO ATTEND. YOU WANT TO LOOK YOUR VERY BEST.

WHAT WORKERS CAN HELP YOU LOOK YOUR VERY BEST?

WHAT WILL EACH WORKER DO FOR YOU?

4

3407D

YOU ARE IN THE HOSPITAL FOR A SERIES OF TESTS.

WHAT WORKERS WILL YOU MEET?

EXPLAIN WHAT EACH WILL DO FOR YOU.

5

3407D

YOU ARE GOING ON A TRIP.

WHAT WORKERS MIGHT YOU CONTACT TO INSURE A SUCCESSFUL TRIP?

GIVE REASONS FOR YOUR CHOICES.

6

3407D

YOU HAVE SOME RECIPES THAT YOU THINK ARE VERY GOOD.

WHO COULD TEST THEM?

LIST THE WORKERS INVOLVED IN PUBLISHING THEM.

WHICH WORKER DO YOU THINK IS THE MOST IMPORTANT? WHY?

7

3407D

YOU OPENED A SAVINGS ACCOUNT AT A LOCAL BANK.

LIST THE NAMES OF THE WORKERS YOU MET IN THE BANK.

WHO WORKED DIRECTLY WITH YOU?
WRITE A PARAGRAPH TELLING HOW YOU LIKED OR DISLIKED THE SERVICES PROVIDED YOU.

8

3407D

YOU HAVE A DESIGN FOR AN AMUSEMENT PARK.

USE THE TELEPHONE DIRECTORY AND LIST THE NAMES AND ADDRESSES OF SOME PEOPLE WHO COULD HELP YOU WITH YOUR DESIGN.

WHO DO YOU THINK WOULD BE THE MOST HELPFUL? WHY?

9

CAREER GENERALIZATION:

A person may be suited for several different occupations and different levels of performance in that occupational area.

CAREER OBJECTIVE:

The student will identify a cluster of occupations that require similar skills.

PERFORMANCE OBJECTIVE:

Given a series of symbols and a list of 30 occupations, the student will match 3 similarly skilled occupations with the correct symbol.

MATERIALS:

* Career Clusters Worksheet--2 pages
* Answer key

PREPARATION:

Reproduce as many copies as needed of the Career Clusters Worksheet--one per participating child.

PROCEDURE:

Place the Career Clusters Worksheets in a center for independent work or distribute them to the students for independent work. After the students have completed the categorizing exercise, encourage them to discuss and justify their answers.

EVALUATION:

Check the work done by the student and listen to his/her rationale for categorizing as he/she did. If the groupings do not seem to have any discreetness or logic, work with the student on establishing similarities and differences among different job functions.

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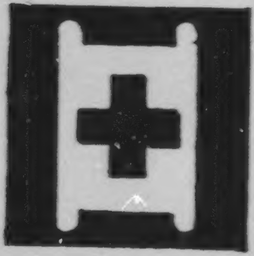
CAREER CLUSTERS

DIRECTIONS: Look at the list of occupations. For each problem number, choose three (3) occupations that require similar skills. Write the occupations under the correct symbol.

1



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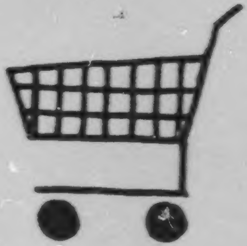

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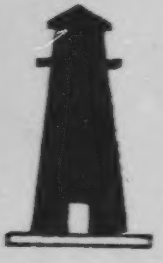

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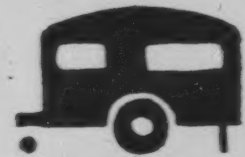

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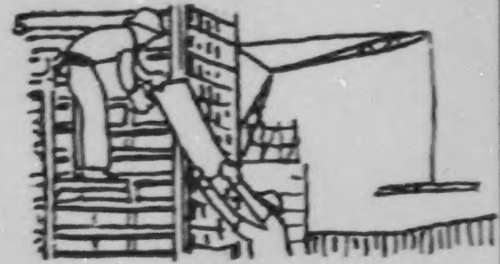
5



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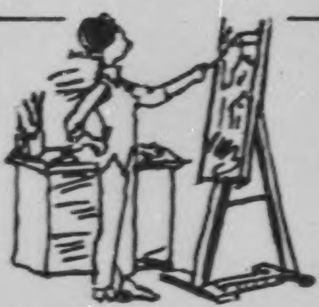

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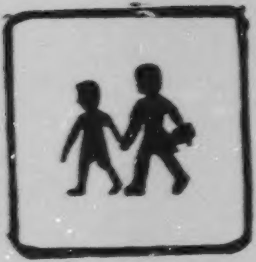

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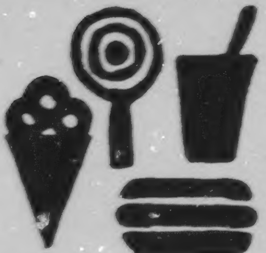

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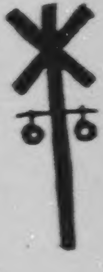
9



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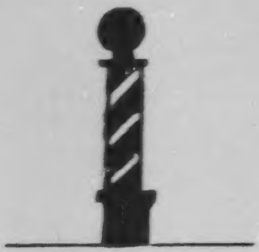
10



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1. BARBER
2. SWITCHMAN
3. WAITPERSON
4. LIBRARIAN
5. BALLERINA
6. CRANE OPERATOR
7. SWIMMING INSTRUCTOR
8. LIGHTHOUSE KEEPER
9. STOCK CLERK
10. DIETITIAN
11. HOSPITAL ORDERLY
12. SHOE SHINE PERSON
13. DISPATCHER
14. TEACHER
15. RESTAURANT CHEF
16. SITE FOREMAN
17. SCULPTOR
18. SHRIMPER
19. ELECTRICIAN
20. PHYSICIAN
21. WAREHOUSE SUPERVISOR
22. LOBSTER FARMER
23. PRICE MARKER
24. RECREATION DIRECTOR
25. SHORT-ORDER COOK
26. TRAFFIC OFFICER
27. RAILROAD ENGINEER
28. MANICURIST
29. RESERVATIONS CLERK
30. PAINTER

ANSWERS

1. HOSPITAL ORDERLY
PHYSICIAN
DIETICIAN

2. STOCK CLERK
WAREHOUSE SUPERVISOR
PRICE MARKER

3. LIGHTHOUSE KEEPER
SHRIMPER
LOBSTER FARMER

4. RECREATION DIRECTOR
RESERVATIONS CLERK
SWIMMING INSTRUCTOR

5. [illegible] OPERATOR
S[illegible]OREMAN
ELECTRICIAN

6. BALLERINA
SCULPTOR
PAINTER

7. TRAFFIC OFFICER
TEACHER
LIBRARIAN

8. WAITER/WAITRESS
RESTAURANT CHEF
SHORT-ORDER COOK

9. RAILROAD ENGINEER
DISPATCHER
SWITCHMAN

10. BARBER
MANICURIST
SHOE SHINE PERSON

CAREER GENERALIZATION:

A person may be suited for several different occupations and different levels of performance in that occupational area.

CAREER OBJECTIVE:

The student will identify the range of performance, competence, and responsibility in different occupational areas.

PERFORMANCE OBJECTIVE:

The student will match the aptitudes and work values with appropriate occupations with 80 percent accuracy.

MATERIALS:

* Answer wheel
* Student worksheet
* Student evaluation
* Evaluation answer key
Pencils
OCCUPATIONAL OUTLOOK HANDBOOK - 1973-74 Edition

PREPARATION:

Reproduce as many of the first three items as needed--one per participating student.

PROCEDURE:

Pass out an Answer Wheel to each child and help the children interpret the wheel with questions such as: "What three careers perform work that is artistic and creative?" "What aptitude or skill must the artist have?" After the discussion is completed, take up the Answer Wheels.

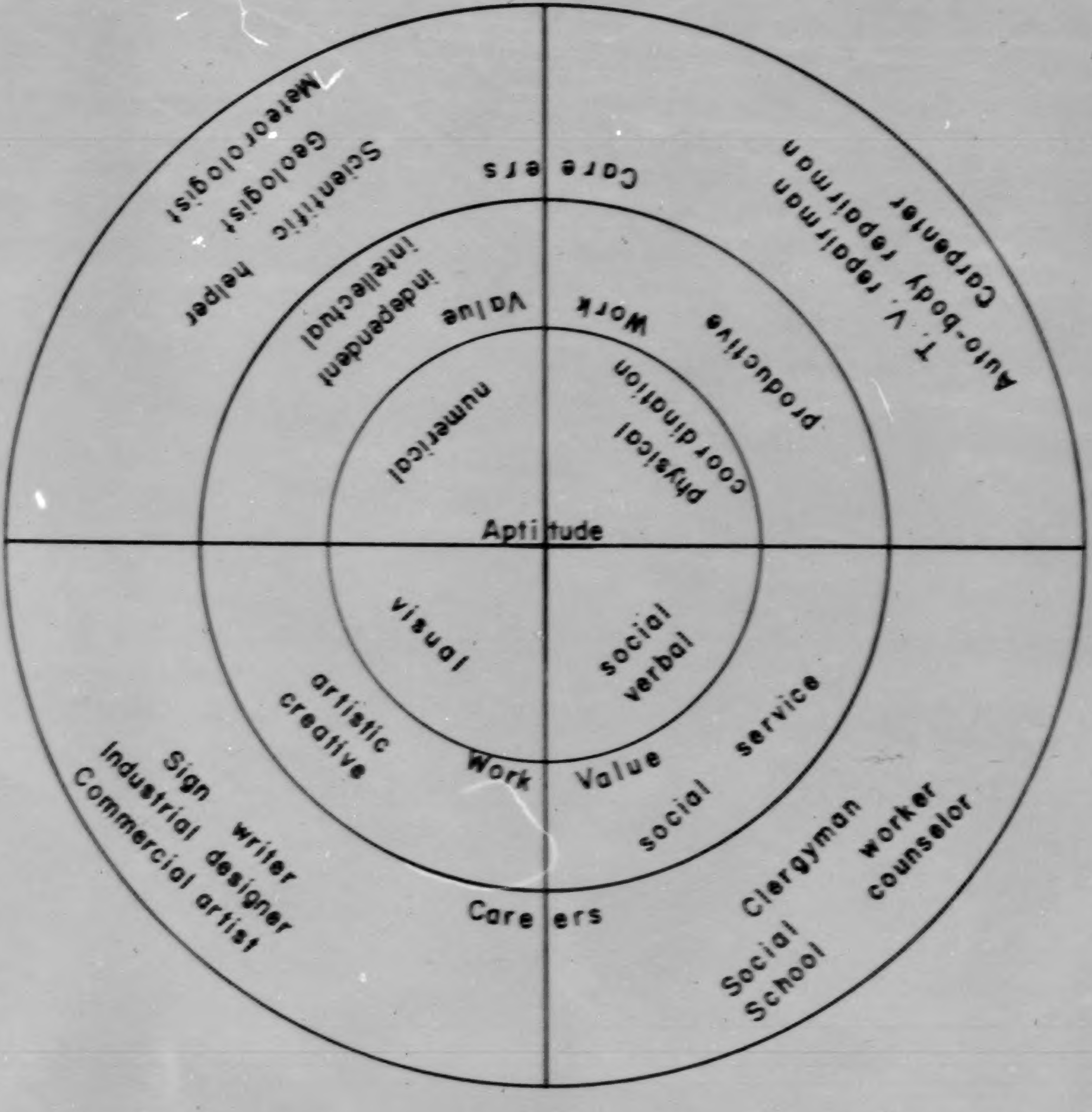
Pass out the Student Worksheets and ask the students to take every word from the list and place them in the empty spaces. They can check their work against the Answer Wheel.

After the activity has been completed, pass out the Student Evaluation Sheets and have the students fill them in.

EVALUATION:

Informally, check the Student Evaluation Sheets.

ANSWER WHEEL

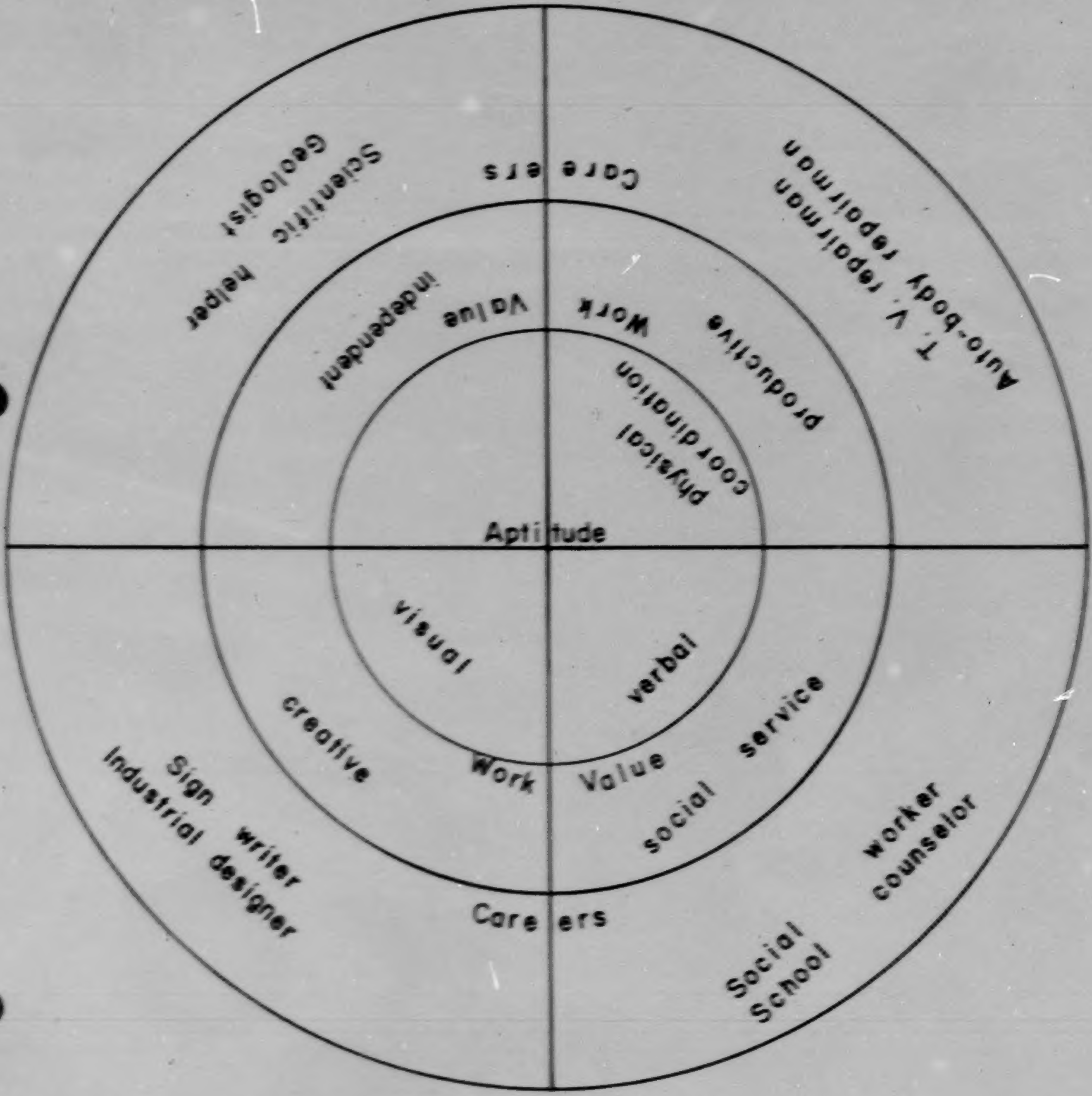


Aptitude
numerical
physical coordination
visual
social verbal
Work Value
independent intellectual
productive
artistic creative
social service
Careers
Scientific helper
Geologist
Meteorologist
Carpenter
Auto-body repairman
T.V. repairman
Sign writer
Industrial designer
Commercial artist
Clergyman
Social worker
School counselor

STUDENT WORKSHEET

Directions: Select the correct placement in the circle for the words listed below. Write them in. Check your work against the Answer Wheel.

1. Carpenter	5. Commercial artist
2. Numerical	6. Clergyman
3. Artistic	7. Geologist
4. Intellectual	8. Social


Careers
Scientific
Geologist
helper
Auto-body repairman
T.V. repairman
Work Value
independent
productive
physical coordination
Aptitude
visual
verbal
creative
social service
Work Value
Careers
Sign writer
Industrial designer
Social worker
School counselor

STUDENT EVALUATION

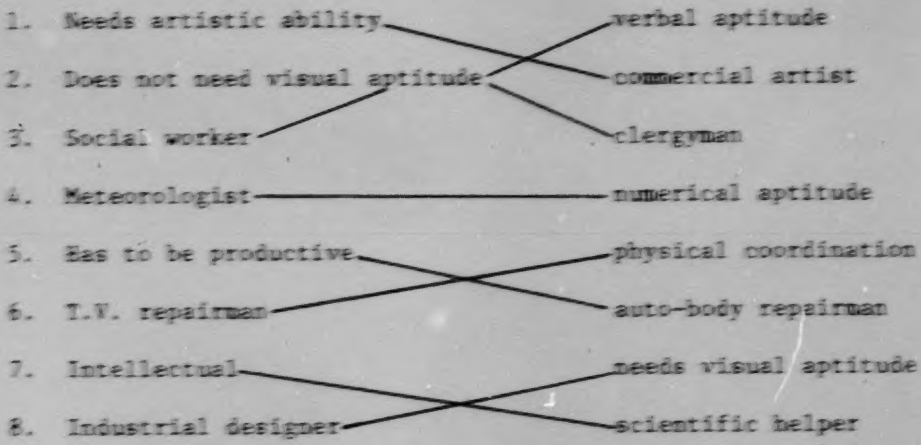
DIRECTIONS: Match the aptitudes and work values with the correct occupation. Check your work on the Answer Key.

1. Needs artistic ability
2. Does not need visual aptitude
3. Social worker
4. Meteorologist
5. Has to be productive
6. T.V. repairman
7. Intellectual
8. Industrial designer

verbal aptitude
commercial artist
clergyman
numerical aptitude
physical coordination
auto-body repairman
needs visual aptitude
scientific helper

STUDENT EVALUATION ANSWER KEY

DIRECTIONS: Match the aptitudes and work values with the correct occupation. Check your work on the Answer Key.



1. Needs artistic ability	verbal aptitude
2. Does not need visual aptitude	commercial artist
3. Social worker	clergyman
4. Meteorologist	numerical aptitude
5. Has to be productive	physical coordination
6. T.V. repairman	auto-body repairman
7. Intellectual	needs visual aptitude
8. Industrial designer	scientific helper

CAREER GENERALIZATION:

Choice of career usually involves an optimization of greater and lesser needs.

CAREER OBJECTIVE:

The student will identify the components (positive and negative aspects) of a career-related activity.

PERFORMANCE OBJECTIVE:

The student will name occupations that are associated with particular positive or negative aspects of working.

MATERIALS:

*Why Do I Like My Work Game Board?
*Occupations List
*Dice
Game markers

PREPARATION:

Gather the materials and place them in a learning center. Discuss some of the advantages and disadvantages of various occupations, focusing on the concepts included on the game board.

PROCEDURE:

Two to four players may play the game. The players throw the dice to decide who plays first; then they proceed in clockwise order.

The number that is thrown on the dice determines the number of spaces a player may advance. If he lands on a space with a (+), indicating an advantage of a job, he may advance that many spaces more, provided he can name a career from the occupations list that has that particular advantage. If he lands on a negative numbered space (-), he must go back the number of spaces indicated, unless he can name a career that has that particular disadvantage. If he names an appropriate career, he may stay where he is. The first player to reach the winner space wins the game, but he must roll the exact number necessary to reach the finish line. (Not more than necessary.)

EVALUATION:

The student should begin to recognize some positive and negative aspects associated with many careers.

OCCUPATIONS LIST

drill press operator
forester
life guard
actress
butcher
carpenter
housekeeper
motor assembler
chauffeur
jockey
fish and wildlife assistant
inventor
merchant marine
governor
police officer
dairy herder
riveter
food checker
pet groomer
waitress or waiter
advertising agent
lumberjack
dentist
whaler
receptionist
sculptor
welder
tree surgeon
bricklayer
product tester
camp counselor
novelist
egg grader
reporter
bulldozer operator
interior decorator
factory engineer
tax counselor
anthropologist
logger
service station operator
photographer
farmer
bartender
car salesperson
coal miner
physical therapist
deep sea diver
nursery owner
T.V. announcer
rescuer
meter reader
stage hand
crane operator
dry cleaner
sheet rock worker
electrician
plumber
plasterer
painter
companion to the elderly
dance instructor
jeweler
balloonist
researcher
credit manager
underwater salvager
switcher (railroad)
auctioneer
copy person
architect
veterinarian
firefighter
airplane pilot
mathematical statistician
organist & pianist
missionary
dancer
social worker

CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will identify some human relation skills that are important to a successful career.

PERFORMANCE OBJECTIVE:

The student will be able to select the adjectives denoting human relation skills.

MATERIALS:

*Game Sheets (2),
*Word Cards (48)
*Answer Sheets (2), and game directions
Pencils
Dictionary
Envelope Paper

PREPARATION:

Cut out the words from one of the sheets. Place them in an envelope. If desired, laminate the Answer Sheet and the Gameboard Sheet.

PROCEDURE:

The human relations skill game is designed for three to five players. The two Game Sheets are placed so that all players can use them. The Word Cards are placed in a stack. Each player should have paper and a pencil on which to keep score. The players take turns in clockwise order. The first player takes a card and places it on a space with matching coding (blue or red). The next player chooses a card. If he can match a card with an antonym or a synonym, he should place it in line with the matching word in the appropriately coded space. He should then add the sum of the two matched cards for his score. The players may use a dictionary or the Answer Sheet for word meaning matches. If a player draws a third matching card, the player adds numbers of all three covered spaces; for a fourth, four numbers. Players continue the game until all cards have been used. Player with the highest score wins.

3410A

GAME SHEET #1

SYNONYMS		ANTONYMS	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	

3410A

GAME SHEET # 2

SYNONYMS		ANTONYMS	
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	1
11	11	11	1
12	12	12	1

WORD CARDS

SYNONYMS		ANTONYMS	
POLITE	COURTEOUS	IMPOLITE	DISCOURTEOUS
HELPFUL	USEFUL	UNPRODUCTIVE	USELESS
NEAT	TIDY	MESSY	UNTIDY
KIND	CONSIDERATE	UNKIND	HARSH
TRUTHFUL	HONEST	UNTRUTHFUL	DECEITFUL
FRIENDLY	AMICABLE	UNFRIENDLY	COOL

3410A

WORD CARDS

SYNONYMS		ANTONYMS	
SENSITIVE	UNDERSTANDING	INDIFFERENT	APATHETIC
FAIR	IMPARTIAL	UNFAIR	PARTIAL
INDUSTRIOUS	DILIGENT	LAZY	INDOLENT
OPTIMISTIC	HOPEFUL	PESSIMISTIC	GLOOMY
FORGIVING	COMPASSIONATE	REVENGEFUL	VINDICTIVE
DEPENDABLE	RELIABLE	UNRELIABLE	UNDEPENDABLE

3410A

ANSWER SHEET

SYNONYMS		ANTONYMS	
POLITE	COURTEOUS	IMPOLITE	DISCOURTEOUS
HELPFUL	USEFUL	UNPRODUCTIVE	USELESS
NEAT	TIDY	MESSY	UNTIDY
KIND	CONSIDERATE	UNKIND	HARSH
TRUTHFUL	HONEST	UNTRUTHFUL	DECEITFUL
FRIENDLY	AMICABLE	UNFRIENDLY	COOL

410A

ANSWER SHEET

SYNONYMS		ANTONYMS	
SENSITIVE	UNDERSTANDING	INDIFFERENT	APATHETIC
FAIR	IMPARTIAL	UNFAIR	PARTIAL
INDUSTRIOUS	DILIGENT	LAZY	INDOLENT
OPTIMISTIC	HOPEFUL	PESSIMISTIC	GLOOMY
FORGIVING	COMPASSIONATE	REVENGEFUL	VINDICTIVE
DEPENDABLE	RELIABLE	UNRELIABLE	UNDEPENDABLE

GAME DIRECTIONS

For example:

	SYNONYMS		ANTONYMS	
1	NEAT	TIDY	MESSY	UNTIDY
2				
3				
4				
5				

The score for placing the fourth word would be: 1 + 1 + 1 + 1 = 4.

The game ends when all cards are used or when time expires.
The player with the highest score is the winner.

CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will identify communication skills that are important to a successful career.

PERFORMANCE OBJECTIVE:

The student will be able to fill in the blanks of the puzzle with words that express different ways of communicating.

MATERIALS:

*Puzzle, "We Communicate Through"
*"We Communicate Through Answer Key
Pencils

PREPARATION:

Reproduce enough copies of the Puzzle to provide one for each student.

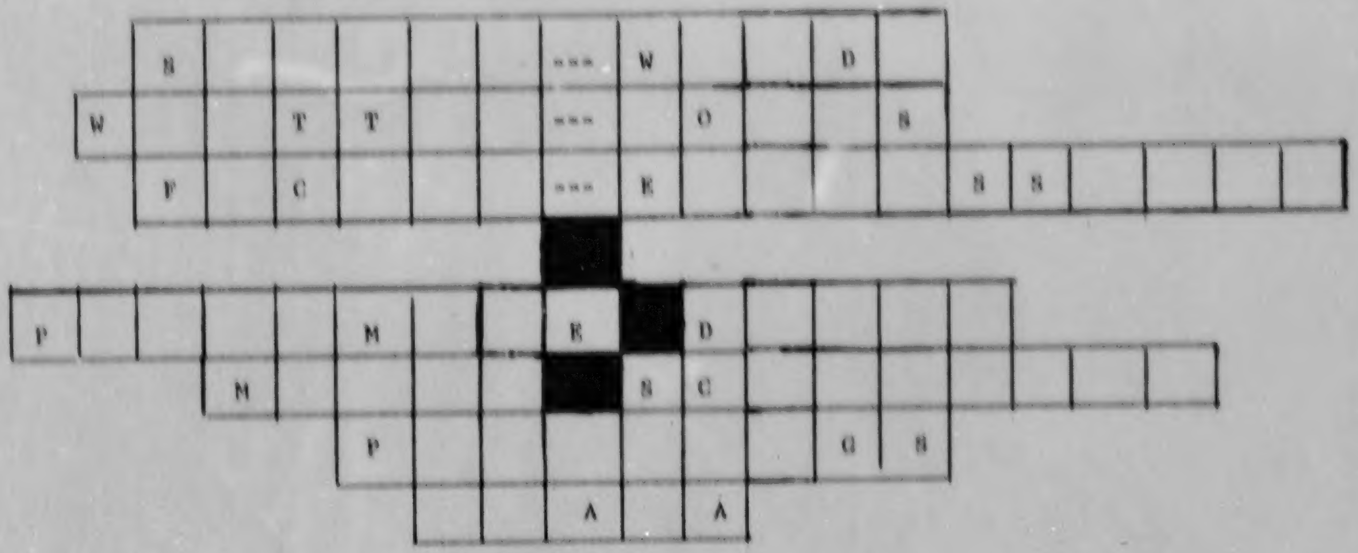
PROCEDURE:

Instruct the students to fill in the Puzzle. Check their work.

EVALUATION:

Informally question students to see if they can name the ways in which we communicate.

WE COMMUNICATE THROUGH


S

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A
A

KEY:

DANCE

DRAMA

MUSIC

SCULPTURE

PAINTINGS

SPOKEN WORDS

PANTOMIME

FACIAL EXPRESSIONS

WRITTEN WORDS

WE COMMUNICATE THROUGH ANSWER KEY

		S	P	O	K	E	N	---	W	O	R	D	S						
	W	R	I	T	T	E	N	---	W	O	R	D	S						
		F	A	C	I	A	L	---	E	X	P	R	E	S	S	I	O	N	S
								■											
P	A	N	T	O	M	I	N	E	■	D	A	N	C	E					
			M	U	S	I	C	■	S	C	U	L	P	T	U	R	E		
					P	A	I	N	T	I	N	G	S						
						D	R	A	M	A									

KEY:

DANCE	SPOKEN WORDS
DRAMA	PANTOMIME
MUSIC	FACIAL EXPRESSIONS
SCULPTURE	WRITTEN WORDS
PAINTINGS	

3410A 2

CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will compare and contrast the settings in which specific human relations and communication skills are most appropriate for productive results.

PERFORMANCE OBJECTIVE:

Given a situation, the student will decide on the best solution to the problem.

MATERIALS:

*"What Shall I Do?" Problem Cards
*"What Shall I Do?" Answer Key

PREPARATION:

Reproduce "What Shall I Do?" Problem Cards, providing one set for each participating student. This work can be done as seat work or placed in a learning center.

PROCEDURE:

Students should read the descriptive situation on each card and decide the best opinion of "What Shall I Do?" They should then read the contrasting definitions and fill in the words that are defined in these two sentences. They may check their work against the Answer Key.

WHAT SHALL I DO?

When we have plays at school, I always expect a leading part. Today Mrs. Structor assigned Jack the part that I wanted. Mrs. Structor wants me to be a stage hand. She says that we need experience in all areas of play production. I know that Jack can't play the part as well as I can. What shall I do?

1. Be a good sport and do my part.
2. Try to talk my teacher out of it.
3. Other.

A person that is just and unbiased is

____________________.

A person that is biased is ____________________.

1

WHAT SHALL I DO?

Arthur told Mrs. Structor that I was the boy that let the parakeet out of its cage. I didn't even know anything about it, so I am tempted to get even with Arthur for telling this story. What shall I do?

1. Try to keep him off our ball team.
2. Be courteous as usual.
3. Other.

Someone who is willing to grant pardon is

____________________.

Someone who "gets even" is ____________________.

2

WHAT SHALL I DO?

Dad says that things never seem to turn out right; taxes are too high, and our government is going from bad to worse. Mom says we should count our blessings. She believes that all clouds have a silver lining. I can't decide who is right. What shall I do?

1. Do my part in improving conditions.
2. Look for good in people and things.
3. Other.

One who looks on the bright side of things is being ________________.

One who sees the dark side of things is being ________________.

WHAT SHALL I DO?

Our band leader, Mr. Blower, asked me to play a trumpet solo for next Friday's assembly program. I put off practicing, and now it's too late for me to learn my number well. What shall I do?

1. Stay out of school on Friday, saying I am ill.
2. Call Mr. Blower and tell him the truth.
3. Other.

If we stick to the facts, we are being

________________.

If we tell a falsehood, we are being

________________.

WHAT SHALL I DO?

When my big brother answers the telephone; he sometimes loudly says "Yeah?" when he answers. What shall I do?

1. Suggest he read the rules on telephone courtesy.
2. Tell him that you think he is being impolite.
3. Other.

To be courteous is to be ________________.

To be rude is ____________________________.

WHAT SHALL I DO?

Jack works all the time during school hours. Many times I don't feel like working. Some of the children think that I am lazy. I really am not lazy, and I don't want anyone to say that I am. What shall I do?

1. Work harder.
2. Tell Mother that I feel tired most of the time.
3. Other.

People who are in the habit of working are called ____________________.

Those who avoid work whenever possible are usually labeled as ________________.

WHAT SHALL I DO?

Mother promised me that I could go to an afternoon movie. I was about to leave the house when Mother remembered a promise to go shopping with a friend. Mother asked me to take care of my little sister until Dad came home. When I told her that this was the last showing of the movie, she said that I could see it next time around. What shall I do? Explain your answer.

1. Insist that Mother keep her promise.
2. Do as she asks without complaining.
3. Other.

If one has a sympathetic answer he is

____________________.

If one is severe in character he is

____________________.

WHAT SHALL I DO?

Lately, Dad is really picky. He says that my room is messy. He says that my clothes and hair look messy, too. What shall I do?

1. Don't pay any attention to my Dad.
2. Try to be more neat.
3. Other.

An orderly, tidy person is ________________.

A messy person is ________________________.

WHAT SHALL I DO?

My teacher, Mrs. Structor, asked Jerry and me to clean up our auditorium so that everything would look nice for open house. She said she chose us because she knew that she could count on us. We didn't want to let her down, so we worked especially hard. Some kids sneaked in at recess time and really scattered things around. Since we had band next period, it meant we had to stay after school in order to rearrange things. We had planned on a ball game. What shall I do?

1. Tell Mrs. Structor I don't want to do the work over.
2. Come back after school and get to work.
3. Other.

Someone that can be relied upon is ____________.

Someone that doesn't keep his promises is ________________________.

9

WHAT SHALL I DO?

Our new boy, Carl, has a foreign accent. Some of the boys make fun of him behind his back. Carl doesn't make friends easily. What shall I do?

1. Choose him as my science-project partner.
2. Don't pay any attention to him.
3. Other.

Someone who is sensitive to another's problems is ________________________.

Someone who is apathetic or unconcerned is ________________________.

10

WHAT SHALL I DO?

Waldo is a new boy in our class. He doesn't talk very much, and his clothes seem too dressy for school. Most of my class is not being very friendly to Waldo. What shall I do?

1. Ask him to be my science project partner.
2. Be nice to him, but keep out of his way.
3. Other.

A ________________ person has high regard for other people.

An ________________ person is usually felt to be inimical or hostile.

WHAT SHALL I DO?

My little sister, Suzy, is as good as can be if someone plays games with her and gives her lots of attention. I know that Mother and Dad are tired out after their long trip. I would like to watch Gunsmoke. Sis is beginning to be fussy. What shall I do?

1. Play Suzy's favorite game with her.
2. Let someone else take care of her.
3. Other.

Someone that lends a helping hand is ________.

Someone that needs constant supervision is ________________________.

"WHAT SHALL I DO? ANSWER KEY

1. A person that is just and unbiased is ----------------------------FAIR

A person that is biased is --------------------------------PREJUDICED

2. Someone who is willing to grant pardon is ------------------------JUST

Someone who "gets even" is ----------------------------------VENGEFUL

3. One who looks on the bright side of things is being---------OPTIMISTIC

One who sees the dark side of things is being--------------PESSIMISTIC

4. If we stick to the facts, we are being--------------------------HONEST

If we tell a falsehood, we are being------------------------DISHONEST

5. To be courteous is to be--POLITE

To be rude is --IMPOLITE

6. People who are in the habit of working are called----------INDUSTRIOUS

Those who avoid work whenever possible are usually labeled as ----LAZY

7. If one has a sympathetic answer he is -----------------------GENEROUS

If one is severe in character he is -----------------------------HARSH

8. An orderly, tidy person is ---------------------------------------NEAT

A messy person is -- SLOPPY

9. Someone that can be relied upon is-------------------------TRUSTWORTHY

Someone that doesn't keep his promises is ---------------UNTRUSTWORTHY

10. Someone who is sensitive to another's problems is ---------SYMPATHETIC

Someone who is apathetic or unconcerned is --------------UNSYMPATHETIC
or--------------DISINTERESTED

11. A FRIENDLY person has high regard for other people.

An ANTAGONISTIC person is usually felt to be inimical or hostile.

12. Someone that lends a helping hand is ----------------------DEPENDABLE

Someone that needs constant supervision is ---------------UNDEPENDABLE

CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will identify and rate his/her own human skills.

PERFORMANCE OBJECTIVE:

The student will decide his rating in human relations skills.

MATERIALS:

*My Human Relations Skills
Three different colored pencils
Pencil

PREPARATION:

Reproduce enough copies of the sheet for each participating student.

PROCEDURE:

Review the communicative skills and human relations skills referred to on the previous activities of this set. Pass out or have available in a learning center the rating sheet.

The student lists the human relations skills that he feels apply to him all of the time.

The student lists the human relations skills that he feels apply to him most of the time.

The student lists the human relations skills that he feels seldom apply to him.

The student then gives three classmates a different colored pencil. Each classmate puts a check after the skills in the student's list that he agrees with, an X after the skills that he disagrees with, and he adds to the list those skills that he feels the student omitted.

The student should confer individually with each of the three classmates.

The teacher should check the student's list. She may offer suggestions that will help the student improve his skills.

3410D

MY HUMAN RELATIONS SKILLS

APPLY ALL THE TIME	APPLY MOST OF THE TIME	SELDOM APPLY

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/or tools.

CAREER OBJECTIVE:

The student will compare and contrast the different clothing, tools, equipment, and instruments in a variety of occupations.

PERFORMANCE OBJECTIVE:

Given the MATCH GAME the students will match the names of occupations with their respective clothing and equipment/tools with 80% accuracy.

MATERIALS:

*Yellow Occupation cards (90)
*Green Equipment/Tool Cards (90)
*Blue Clothing Cards (90)
*Answer Key
Box or bowl in which to put the occupation cards

PREPARATION:

Sheets containing occupation, clothing, and tool/equipment cards should be cut along the lines. A box should be provided for the caller in which to put the occupation cards.

PROCEDURE:

The clothing and equipment/tool cards are shuffled thoroughly and passed out to each child. There are 180 cards and depending on the number of students playing an equal number of cards should be passed out. If some cards need to be left out, omit some of the BUSINESS SUIT or DRESS cards, and/or some of the others that are duplicated.

The caller will thoroughly mix the occupation cards in the box. He will draw one card and call out the occupational name on it. The first player to hold up a card which matches the occupation by clothing or equipment/tool is asked to turn this card face down so that it may not be used again. The first player to turn all his cards over wins. If there are any doubts on the correctness of answers, the caller may refer to the answer sheet.

EVALUATION:

The student should be able to match the occupation cards to the clothing and equipment/tool cards with 85% accuracy. If not, have the student look up in the dictionary any name or term of which he doesn't know the meaning.

3411 B

AQUANAUT

3411 B

SAWYER

3411 B

BACTERIOLOGIST

3411 B

GUNSMITH

3411 B

SUBMARINE OPERATOR

3411 B

DIAMOND CUTTER

3411 B

TRAWLER

3411 B

FACTORY ENGINEER

3411 B

DENTIST

3411 B

PORTRAIT PHOTOGRAPHER

3411 B

PHYSICIAN

3411 B

CONDUCTOR

3411 B

SURGEON

3411 B

STAGE HAND

3411 B

AMBULANCE DRIVER

3411 B

COMPOSER

3411 B

GROCER

3411 B

CAR SALESPERSON

3411 B

LUMBERYARD WORKER

3411 B

JEWELER

3411 B

PRICE MARKER

3411 B

SKIN DIVER

3411 B

CASHIER

3411 B

FISH HATCHERY WORKER

3411 B

LAWYER

3411 B

LIBRARIAN

3411 B

TRAFFIC POLICE OFFICER

3411 B

ANIMAL SHELTER WORKER

3411 B

PARK RANGER

3411 B

VETERINARIAN

3411 B

POLICE DETECTIVE

3411 B

X-RAY TECHNICIAN

3411 B

LUMBERJACK

3411 B

SECRETARY

3411 B

MINE INSPECTOR

3411 B

STOCKBROKER

3411 B

FILE CLERK

3411 B

PAYROLL CLERK

3411 B

STENOGRAPHER

3411 B

TYPIST

3411 B

MORTICIAN

3411 B

GOLF PRO

3411 B

INSURANCE AGENT

3411 B

SWIMMING INSTRUCTOR

3411 B

SKI INSTRUCTOR

3411 B

JOCKEY

3411 B

EQUESTRIAN

3411 B

WAITRESS/WAITER

3411 B

REPORTER

3411 B

TV NEWSCASTER

3411 B

TV CAMERA PERSON

3411 B

BOOK BINDER

3411 B

TV ANNOUNCER

3411 B

CARPENTER

3411 B

TELEPHONE REPAIR PERSON

3411 B

BULLDOZER OPERATOR

3411 B

RIVETER

3411 B

PILLAR ROBBER

3411 B

ELECTRICIAN

3411 B

METEOROLOGIST

3411 B

ARCHITECT

3411 B

SURVEYOR

3411 B

BRICKLAYER

3411 B

LANDSCAPER

3411 B

SCULPTOR

3411 B

NURSERY PERSON

3411 B

ARTIST

3411 B

DAIRY HERDSMAN

3411 B

BUTCHER

3411 B

WHEAT FARMER

3411 B

ARGRONOMIST

3411 B

OIL RIGGER

3411 B

TRUCK DRIVER

3411 B

STEWARDESS/STEWARD

3411 B

PILOT

3411 B

BUS DRIVER

3411 B

TAXI DRIVER

3411 B

FASHION DESIGNER

3411 B

MECHANIC

3411 B

INTERIOR DECORATOR

3411 B

UPHOLSTERER

3411 B

BARBER

3411 B

BAKER

3411 B

COSMETOLOGIST

3411 B

FLORAL DESIGNER

3411 B

MINISTER

3411 B

DRY CLEANER

3411 B

PET GROOMER

3411 B

TOOL AND DYE MAKER

3411 B

WELDER

3411 B

3411 B

3411 B

3411 B

3411 B

3411 B

3411 B

CASKET

3411 B

BRIEFCASE

3411 B

PRESSER

3411 B

CLIPPERS

3411 B

BIBLE

3411 B

CLIPPERS

3411 B

TELETYPE

3411 B

PICK

3411 B

EYE TOUPE

3411 B

SNORKEL

3411 B

AQUALUNG

3411 B

GUN

3411 B

RADAR

3411 B

DIAMOND

3411 B

BOOKS

3411 B

AX

3411 B

MACHINE

3411 B

FISH NET

3411 B

MICROSCOPE

3411 B

NETS

3411 B

COSMETICS

3411 B

SKIS

3411 B

AX

3411 B

FILES

3411 B

MASK

3411 B

HORSEWHIP

3411 B

TEE/CLUBS

3411 B

WHISTLE

3411 B

BRIDLE/SADDLE

3411 B

PRICE MARKER

3411 B

FOOD

3411 B

SAW

3411 B MEDICAL KIT	3411 B CAMERA
3411 B BATON	3411 B CLAY
3411 B PALLET	3411 B KNIFE
3411 B [illegible] MARKER	3411 B CASH REGISTER

3411 B

RAKE

3411 B

HAMMER

3411 B

PIANO

3411 B

GUN

3411 B

APRON

3411 B

APRON

3411 B

SAW

3411 B

MACHINE

3411 B

RIVETING MACHINE

3411 B

OHMMETER

3411 B

T SQUARE

3411 B

TROWEL

3411 B

RAIN GUAGE

3411 B

TRANSIT

3411 B

BRIEFCASE

3411 B

SYRINGE

3411 B

ROTARY PLOW

3411 B

PLANT CLIPPERS

3411 B

MILKING MACHINE

3411 B

SAFETY BELT

3411 B

COMBINE

3411 B

OIL RIG

3411 B

CAMERA

3411 B

MICROPHONE

3411 B TYPEWRITER	3411 B TICKER TAPE
3411 B MONEY	3411 B TYPEWRITER
3411 B TRUCK	3411 B PICKUP OR TRUCK
3411 B AIRPLANE	3411 B CAR

3411 B

WHISTLE

3411 B

X-RAY MACHINE

3411 B

BOOKS

3411 B

DRILL

3411 B

CAGES

3411 B

STETHOSCOPE

3411 B

FLOUR

3411 B

WIRE MESH

3411 B WRENCH	3411 B AIRPLANE
3411 B BUS	3411 B FABRIC
3411 B FABRIC	3411 B FABRIC
3411 B HAMMER	3411 B CATERPILLAR

3411 B SCAPEL	3411 B TYPEWRITER
3411 B	3411 B
3411 B	3411 B
3411 B	3411 B

3411 B

APRON

3411 B

APRON

3411 B

APRON

3411 B

WORK CLOTHES

3411 B

WORK CLOTHES

3411 B

WORK CLOTHES

3411 B

WORK CLOTHES

3411 B

WORK CLOTHES

3411 B BUSINESS SUIT/DRESS	3411 B BUSINESS SUIT/DRESS
3411 B BUSINESS SUIT/DRESS	3411 B BUSINESS SUIT/DRESS
3411 B BUSINESS SUIT/DRESS	3411 B BUSINESS SUIT/DRESS
3411 B BUSINESS SUIT/DRESS	3411 B WORK CLOTHES

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS
or
UNIFORM

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS

3411 B

BUSINESS SUIT/DRESS

3411 B

CASTAL

3411 B

CASTAL

3411 B

CASTAL

3411 B

CASTAL

3411 B

CASTAL

3411 B

CASTAL

3411 B

CASTAL

3411 B

CASTAL

3411 B

CASTAL

3411 B

CASTAL

3411 B

CASTAL

3411 B

SMOCK

3411 B

SMOCK

3411 B

SMOCK

3411 B

SMOCK

3411 B

SMOCK

3411 B

HARD HAT WITH LIGHT

3411 B

OVERALLS

3411 B

OVERALLS

3411 B

MACKINAW

3411 B

JODPHURS

3411 B

SWIM SUIT

3411 B

WET SUIT

3411 B

WET SUIT

3411 B

LEAD SMOCK

3411 B

SURGICAL GOWN

3411 B

JEANS

3411 B

JEANS

3411 B

JEANS

3411 B

HARD HAT

3411 B

HARD HAT

3411 B

HARD HAT

3411 B

UNIFORM

3411 B

UNIFORM

3411 B

UNIFORM

3411 B

UNIFORM

3411 B

UNIFORM

3411 B

CASUAL

3411 B

CASUAL

3411 B

CASUAL

3411 B

UNIFORM

3411 B

UNIFORM

3411 B

UNIFORM

3411 B

UNIFORM

3411 B

UNIFORM

3411 B

UNIFORM

3411 B

WORK CLOTHES

3411 B

APRON

3411 B

WORK CLOTHES

3411 B

WORK CLOTHES

3411 B

WORK CLOTHES

3411 B

WORK CLOTHES

3411 B

WORK CLOTHES

3411 B

WORK CLOTHES

3411 B

WORK CLOTHES

3411 B

WORK CLOTHES

3411 B WORK CLOTHES	3411 B WORK CLOTHES

ANSWER KEY

OCCUPATION	CLOTHING	INSTRUMENT OR TOOL
Agronomist	Casual	Plant Clippers
Ambulance Driver	Uniform	Stethoscope
Animal Shelter Worker	Casual	Cages
Aquanaut	Wet Suit	Aqualung
Architect	Business Suit/dress	T-Square
Artist	Smock	Pallet
Bacteriologist	Casual	Microscope
Baker	Uniform	Flour
Barber	Uniform	Clippers
Book Binder	Work Clothes	Books
Brick Layer	Work Clothes	Trowel
Bulldozer Operator	Hard Hat	Caterpillar
Bus Driver	Uniform	Bus
Butcher	Apron	Knife
Carpenter	Apron	Hammer
Car Salesperson	Business Suit/dress	Car
Cashier	Casual	Money
Composer	Business Suit/dress	Piano
Conductor	Business Suit/dress	Baton
Cosmetologist	Uniform	Cosmetics
Dairy Herder	Overalls	Milking Machine
Dentist	Smock	Drill
Diamond Cutter	Casual	Diamond
Dry Cleaner	Casual	Presser

ANSWER KEY

OCCUPATION	CLOTHING	INSTRUMENT OR TOOL
Electrician	Work clothes	Ohmmeter
Equestrian	Jodphurs	Bridle/Saddle
Factory Engineer	Casual	Machine
Fashion Designer	Business Suit/dress	Fabric
File Clerk	Business Suit/dress	Files
Fish Hatchery Worker	Work Clothes	Nets
Floral Designer	Business Suit/dress	Wire Mesh
Golf Pro	Casual	Tee/Clubs
Grocer	Apron	Price Marker
Gunsmith	Work Clothes	Gun
Insurance Agent	Business Suit/dress	Briefcase
Interior Decorator	Business Suit/dress	Fabric
Jeweler	Business Suit/dress	Eye Toupe
Jockey	Uniform	Horsewhip
Landscaper	Jeans (Work Clothes)	Rake
Lawyer	Business Suit/dress	Briefcase
Librarian	Business Suit/dress	Books
Lumberjack	Mackinaw	Ax
Lumberyard Worker	Work Clothes	Saw
Mechanic	Work Clothes	Wrench
Meteorologist	Business Suit/dress	Rain Gauge
Mine Inspector	Hard Hat with Light	Ax
Minister	Business Suit/dress Uniform	Bible

ANSWER KEY

OCCUPATION	CLOTHING	INSTRUMENT OR TOOL
Mortician	Business Suit/dress	Casket
Nursery Person	Jeans (Work Clothes)	Rotary Plow
Oil Rigger	Hard Hat	Oil Rig
Park Ranger	Uniform	Pickup or Truck
Payroll Clerk	Business Suit/dress	Cash Register
Pet Groomer	Casual	Clippers
Physician	Smock	Stethoscope
Pillar Robber	Work Clothes	Pick
Pilot	Uniform	Airplane
Police Detective	Business Suit/dress	Gun
Portrait Photographer	Casual	Camera
Price Marker	Casual	Garvey Marker
Reporter	Business Suit/dress	Camera
Riveter	Hard Hat	Riveting Machine
Sawyer	Work Clothes	Saw
Sculptor	Smock	Clay
Secretary	Business Suit/dress	Typewriter
Ski Instructor	Casual	Skis
Skin Diver	Wet Suit	Snorkel
Stage Hand	Jeans	Hammer
Stenographer	Business Suit/dress	Typewriter
Stewardess/Steward	Uniform	Airplane
Stockbroker	Business Suit/dress	Ticker Tape
Submarine Operator	Uniform	Radar

ANSWER KEY

OCCUPATION	CLOTHING	INSTRUMENT OR TOOL
Surgeon	Surgical Gown	Scapel
Surveyor	Work Clothes	Transit
Swimming Instructor	Swim Suit	Whistle
Taxi Driver	Casual	Car
Telephone Repair Person	Work Clothes	Safety Belt
Tool and Dye Maker	Work Clothes	Machine
Traffic Police Officer	Uniform	Whistle
Trawler	Work Clothes	Fish Net
Truck Driver	Work Clothes	Truck
TV Announcer	Casual	Microphone
TV Camera Person	Work Clothes	Camera
TV Newscaster	Business Suit/dress	Teletype
Typist	Business Suit/dress	Typewriter
Upholsterer	Work Clothes	Fabric
Veterinarian	Smock	Syringe
Waitress/Waiter	Apron	Food
Welder	Work Clothes	Mask
Wheat Farmer	Overalls	Combine
X-Ray Technician	Lead Smock	X-Ray Machine

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instrument, and/or tools.

CAREER OBJECTIVES:

The student will analyze an occupational task and determine the clothing, tools, equipment, and/or instruments necessary for those tasks.

PERFORMANCE OBJECTIVE:

Given the game "Go For A Job", the student will answer the questions on the cards.

MATERIALS:

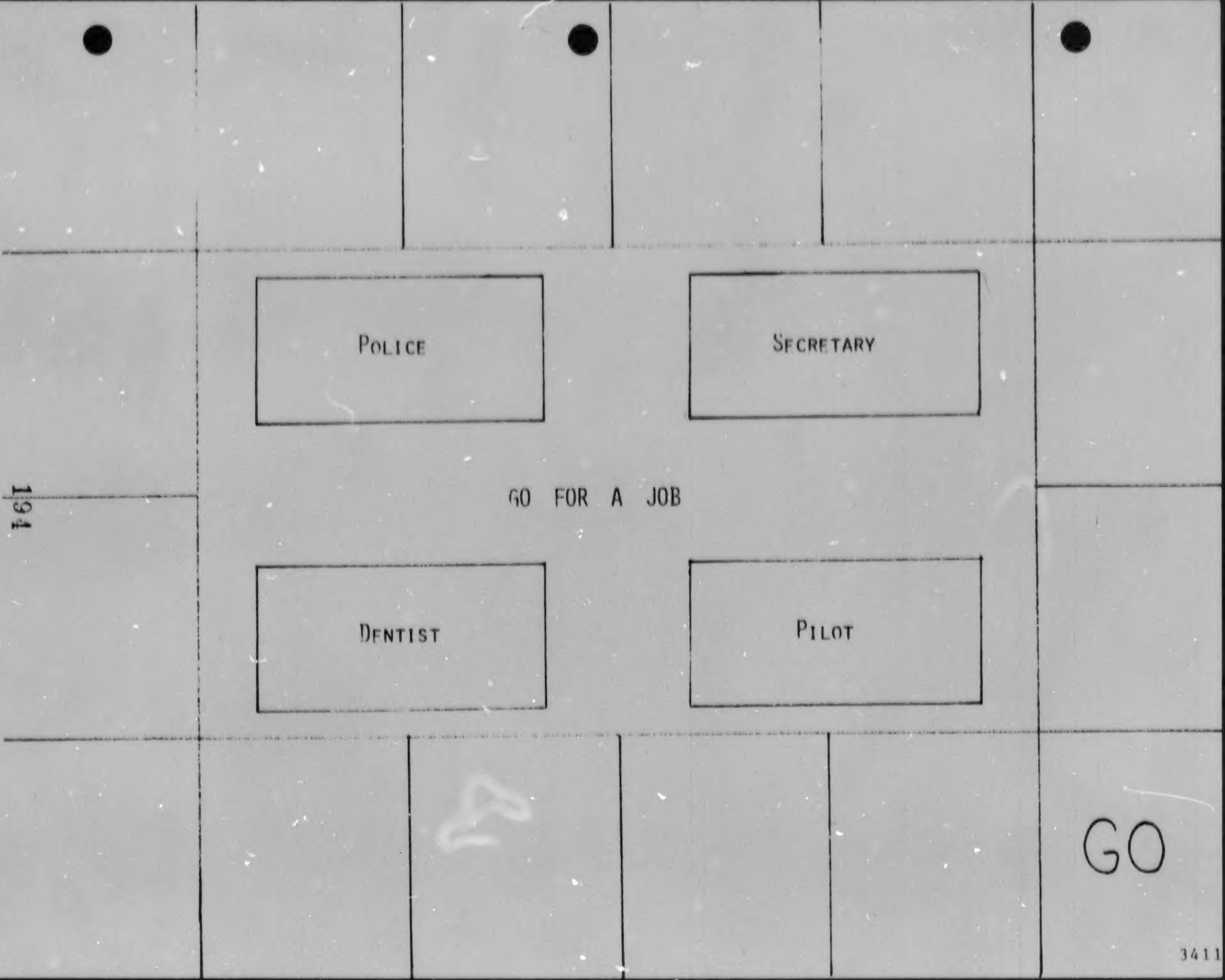
*Game Board "Go For A Job"
*Green Police Cards--(10)
*Orange Dentist Cards--(10)
*Blue Pilot Cards--(10)
*Yellow Secretary Cards--(10)
*"Go For A Job" Evaluation Sheet
*Answer Sheet
*Key to Evaluation Sheet
*Die--(1)
Toy Cars--(5)

PREPARATION:

The "Go For A Job" game is designed for two to five players, plus a leader who will keep the Answer Sheet. Laminate the game pieces and Answer Sheet, if desired. Reproduce as many copies as needed of the Evaluation Sheet.

PROCEDURE:

Shuffle the cards according to color and place on the matching color rectangle in the center of the game board. Each child should pick a card and place it on "GO". Roll the die for order of play. First player rolls the die and advances as many squares as shown on the face of the die. Whatever he lands on, he takes the top card from the corresponding stack, reads it; and if he is able to answer it, he stays on that square. If not, he goes back one square. Players may check their answers on the Answer Sheet. As cards are used, they are returned to the bottom of the stack. The first player to go all around the board to "GO" wins.


POLICE
SECRETARY
GO FOR A JOB
DENTIST
PILOT
GO
3411

9. 3411 C

Name one piece of equipment a police officer wears which tells you what he/she is.

10. 3411 C

How many hours a week does a police officer usually work?

(a) 40 (b) 60 (c) 55

3411 C

3411 C

3411 C

3411 C

3411 C

3411 C

1. 3411 C

What is an Orthodontist?

2. 3411 C

Name two things a dentist does.

3. 3411 C

What must you do to get a license to be a dentist?

4. 3411 C

What is the average yearly income for a dentist?

(a) $10,000 (b) $34,000

(c) $100,000

5. 3411 C

Does a dentist wear a uniform, a business suit, or a pair of swim trunks?

6. 3411 C

How long does a dentist have to go to school to complete his training?

7. 3411 C

Is a dentist office open seven days a week?

8. 3411 C

Name a tool a dentist uses.

9. 3411 C

Is it true that there is a law in most states that says that a woman cannot be a dentist?

10. 3411 C

What is a dental assistant?

3411 C

3411 C

3411 C

3411 C

3411 C

3411 C

1. 3411 C

Name one duty a pilot has besides flying a plane.

2. 3411 C

What is the pilot's title?

3. 3411 C

What must the pilot check before he becomes airborne? Name one thing.

4. 3411 C

Who does the actual steering of the airplane--the pilot or co-pilot?

5. 3411 C

True or False

No matter what size the plane is, the pre-flight and flight duties are much the same.

6. 3411 C

How old must you be to qualify for a license?

(a) 21 (b) 18 (c) 24

7. 3411 C

How old must you be when you are forced to quit flying an airliner?

(a) 60 (b) 65 (c) 55

8. 3411 C

Do you think the highest yearly salary of a pilot is: (a) $10,000 (b) $25,000 (c) $60,000

9. 3411 C

True or False

A pilot may wear anything he wants when he flies an airliner?

10. 3411 C

What is a windsock?

3411 C

3411 C

3411 C

3411 C

3411 C

3411 C

1. 3411 C

What is a secretary called that prepares medical histories for a doctor?

2. 3411 C

What is a legal secretary?

3. 3411 C

What kind of clothing would a secretary wear?

4. 3411 C

Can a person with just a high school education become a secretary?

5. 3411 C

Name one tool or piece of equipment a secretary might use?

6. 3411 C

True or False

Speed and accuracy are important to a secretary.

7. 3411 C

Name two things a secretary should be good at.

8. 3411 C

True or False

Having a good personality helps a secretary.

9. 3411 C

True or False

There are more men than women secretaries.

10. 3411 C

Who relieves her employer for more important duties?

3411 C

3411 C

3411 C

3411 C

3411 C

3411 C

3411 C

GO FOR A JOB EVALUATION SHEET

EVALUATION:

Match the column I of occupations to the correct answer in column II which contains the clothing and tools.

I.	II.
1. Golf Pro	______(a.) lead smock
2. Aquanaut	______(b.) saw
3. Equestrian	______(c.) ticker tape
4. Sawyer	______(d.) caterpillar
5. Librarian	______(e.) typewriter
6. Veterinarian	______(f.) jodphurs
7. X-ray Technician	______(g.) drill
8. Dentist	______(h.) snorkel
9. Physician	______(i.) ohmmeter
10. Conductor	______(j.) toupe
11. Agronomist	______(k.) transit
12. Bulldozer Operator	______(l.) books
13. Jeweler	______(m.) mask
14. Electrician	______(n.) baton
15. Stockbroker	______(o.) plant clippers
16. Stenographer	______(p.) mackinaw
17. Surveyor	______(q.) rain guage
18. Welder	______(r.) stethoscope
19. Lumberjack	______(s.) tee/clubs
20. Meteorologist	______(t.) syringe

1. What is an Orthodontist?

   Dentist who specializes in straightening teeth.

2. Name two things a dentist does.

   Takes X-rays
   Fills cavities
   Straightens teeth
   Treats gum disease
   Extracts teeth
   Cleans teeth
   Makes artificial teeth
   Performs corrective surgery

3. What must you do to get a license to be a dentist?

   Must be a graduate of a dental school.
   Must pass the State Board examination.

4. What is the average yearly income for a dentist?

   $34,000

5. Does a dentist wear a uniform, a business suit, or a pair of swim trunks?

   Uniform

6. How long does a dentist have to go to school to complete his training?

   4 to 6 years

7. Is a dentist office open seven days a week?

   No

8. Name a tool a dentist uses.

   Drill
   Mirror
   Power abrasive tool

9. Is it true that there is a law in most states that says that a woman cannot be a dentist?

   No

10. What is a dentul assistant?

    One who stands by him to aid him in his work.

ANSWER SHEET

1. A police officer in civilian clothing is call a what?

   Detective

2. Could one city have as many as 30,000 police officers?

   Yes--New York City has 30,000

3. Police officers report to police headquarters through call boxes, by radio, or by walkie-talkie.

   True

4. Policewomen usually work only in the larger cities.

   True

5. Police are never called on to testify in court.

   False

6. You need not be a citizen of the United States in order to be a police officer.

7. A police officer usually retires at the age of 55.

   True

8. What does a police officer wear?

   Uniform

9. Name one piece of equipment a police officer wears which tells you what he/she is.

   Gun, badge

10. How many hours a week does a police officer usually work?
    (a) 40 (b) 60 (c) 55

    40 hours

ANSWER SHEET

1. What is a secretary called that prepares medical histories for a doctor?

   A medical secretary.

2. What is a legal secretary?

   One who works for a lawyer.

3. What kind of clothing would a secretary wear?

   Business dress or suit.

4. Can a person with just a high school education become a secretary?

   Yes.

5. Name one tool or piece of equipment a secretary might use?

   Typewriter, steno pad, pencil.

6. Speed and accuracy are important to a secretary?

   True.

7. Name two things a secretary should be good at.

   Hear well, spelling, punctuation, vocabulary.

8. Having a good personality helps a secretary.

   True.

9. There are more men than women secretaries.

   False.

10. Who relieves her employer for more important duties?

    A secretary.

KEY TO EVALUATION SHEET

1. S
2. H
3. F
4. B
5. L
6. T
7. A
8. G
9. R
10. N
11. O
12. D
13. J
14. I
15. C
16. E
17. K
18. M
19. P
20. Q

Language Arts: Self-expression, vocabulary development, listening 3411 D
Social Studies: Categorizing information

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/or tools.

CAREER OBJECTIVE:

The student will evaluate the efficiency and effectiveness of different clothing, tools, equipment, and/or instruments for different occupational tasks.

PERFORMANCE OBJECTIVE:

Given a specific worker or group of workers, the student will identify the clothing, equipment, instruments and/or tools used with 80% accuracy.

MATERIALS:

*Task Choices Sheet
Classified Newspaper Ads
Newsprint
Crayons

PREPARATION:

The Evaluation for Occupation-Clothing-Tools Activities is designed for the entire class.

PROCEDURE:

Choose or allow the students to choose any of the listed activities.

EVALUATION:

Group discussion is needed to aid any student who has not grasped the concept that particular clothing, equipment, and tools are needed for given occupations.

TASK CHOICES

1. Student will select an occupation and write a short paragraph which explains why the clothing that is worn is important, and why the occupational tool or equipment is necessary.

2. Students should tell orally why the skills of reading, writing, spelling, computation, and communication are important to the occupation he chose.

3. If possible, find an advertisement for the selected job in the want-ad section of the local newspaper.

4. Ask students to discuss clothing, equipment, and tools of the employees of the following departments:

    1. Fire Department
    2. Police Department
    3. Sanitation Department

    What would life in your city be like without them?

5. Divide the class in groups with each group discussing a different occupation, listing the tools and clothing for each. Exchange and have the other group guess the occupation.

6. Ask students to pretend that they are workers. They should research a job and prepare to describe it to the rest of the class telling why this job is important, what clothing is worn to perform the job, and what tools or equipment are used.

7. Students may invite people from different jobs to talk to the class and discuss their jobs.

8. Student may be asked to illustrate his chosen occupation showing the clothing and equipment and how it is used while on the job.

9. Students might play "Charades" acting out occupations to see if the class can guess the occupation and if possible, the tool or equipment.

10. Have one child describe necessary clothing and equipment or tools and the class will guess what occupation he is describing.

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will identify the geographic and environmental factors that are in operation in a given setting.

PERFORMANCE OBJECTIVE:

Given seven (7) Scramble Puzzles, the student will find the hidden states and their products with 80% accuracy.

MATERIALS:

*Scramble Puzzle Sheets (7)
*Scramble Puzzle Answer Sheets (7)
*United States Map (3412B)

PREPARATION:

The Scramble Puzzle Sheets are designed for the entire class to use as a group or for individual students to use. Reproduce as many of the puzzle sheets as you will need.

PROCEDURE:

Each student will need a set of seven Scramble Puzzles. He will find the names of the states and products in the puzzle to match those states and products listed below each puzzle. A map of the United States is provided so that the students can see how the states are divided into the various sections.

EVALUATION:

The student should be able to complete the puzzles with 80% accuracy.

Scramble Puzzle Sheet 5 3412A

SOUTHERN STATES

R	A	P	K	P	E	A	N	U	T	I	S	G
E	G	G	E	O	R	G	I	A	O	P	T	A
C	N	E	N	A	P	T	O	D	O	P	N	V
R	I	S	T	C	O	A	L	I	D	I	O	I
E	P	A	U	F	T	M	B	R	L	S	T	R
A	P	S	C	I	A	A	E	O	C	S	T	G
T	I	N	K	S	T	B	R	L	A	I	O	I
I	H	A	Y	H	O	A	E	T	U	S	C	N
O	S	K	T	H	C	L	Y	E	S	S	A	I
N	O	R	T	H	C	A	R	O	L	I	N	A
R	O	A	T	I	M	B	E	R	O	M	E	R
O	D	U	T	E	N	N	E	S	S	E	E	G
C	O	I	L	A	N	A	I	S	I	U	O	L
S	T	O	B	A	C	C	O	T	I	U	R	F

ALABAMA
ARKANSAS
FLORIDA
GEORGIA
KENTUCKY
LOUISIANA
MISSISSIPPI
NORTH CAROLINA

SOUTH CAROLINA
TENNESSEE
VIRGINIA
PEANUT
RECREATION
CORN
OIL
COAL

COTTON
TIMBER
FRUIT
TOBACCO
SHIPPING
FISH
POTATO

SOUTHWESTERN STATES

E	R	O	S	S	T	U	N	A	E	P
T	I	M	B	E	R	A	I	N	O	A
N	E	W	M	E	X	I	C	O	R	N
F	O	O	D	T	I	S	G	Z	O	D
H	S	I	F	E	O	D	I	I	T	O
O	C	O	C	X	I	L	A	R	A	C
K	O	K	L	A	H	O	M	A	E	O
R	P	O	S	S	T	G	O	A	H	A
S	P	T	C	O	T	T	O	N	W	L
F	E	E	D	S	S	I	L	V	E	R
F	R	U	I	T	L	S	H	E	E	P

ARIZONA

OKLAHOMA

NEW MEXICO

TEXAS

CATTLE

SHEEP

COTTON

COPPER

SILVER

PEANUTS

WHEAT

COAL

CORN

TIMBER

FISH

FRUIT

GOLD

OIL

WESTERN STATES

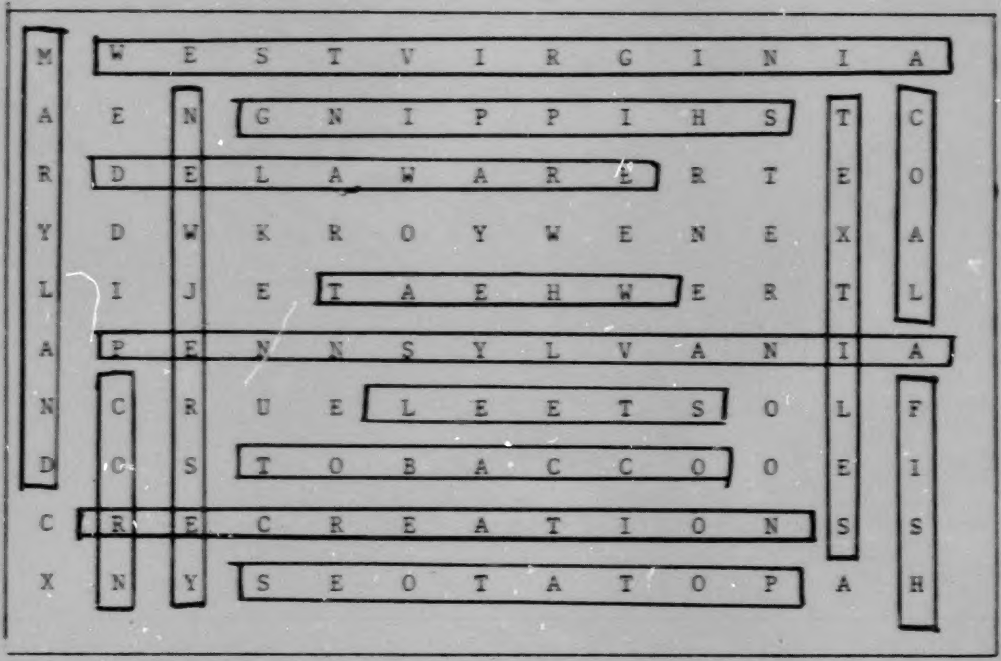
W	N	O	I	T	A	E	R	C	E	R
R	A	L	A	S	K	A	I	W	O	N
E	A	S	I	R	E	B	M	I	T	E
P	A	E	H	A	W	A	I	I	L	V
P	C	A	L	I	F	O	R	N	I	A
O	P	E	G	O	N	E	C	A	O	D
C	T	I	U	R	F	G	O	L	D	A
F	I	S	H	C	A	T	T	L	E	L
A	I	R	C	R	A	F	T	O	A	A
B	R	L	E	E	T	S	O	A	N	O
A	P	E	E	H	S	I	N	O	I	C

CALIFORNIA
WASHINGTON
HAWAII
NEVADA
OREGON
ALASKA
TIMBER
CATTLE
FRUIT
GOLD

RECREATION
COTTON
FISH
AIRCRAFT
OIL
STEEL
COPPER
SHEEP
COAL

Scramble Puzzle Answer Sheet 1

MIDDLE ATLANTIC STATES



M	W	E	S	T	V	I	R	G	I	N	I	A
A	E	N	G	N	I	P	P	I	H	S	T	C
R	D	E	L	A	W	A	R	E	R	T	E	O
Y	D	W	K	R	O	Y	W	E	N	E	X	A
L	I	J	E	T	A	E	H	W	E	R	T	L
A	P	E	N	N	S	Y	L	V	A	N	I	A
N	C	R	U	E	L	E	E	T	S	O	L	F
D	C	S	T	O	B	A	C	C	O	O	E	I
C	R	E	C	R	E	A	T	I	O	N	S	S
X	N	Y	S	E	O	T	A	T	O	P	A	H

DELAWARE

NEW YORK

NEW JERSEY

PENNSYLVANIA

MARYLAND

WEST VIRGINIA

FISH

TEXTILES

RECREATION

SHIPPING

STEEL

CORN

POTATOES

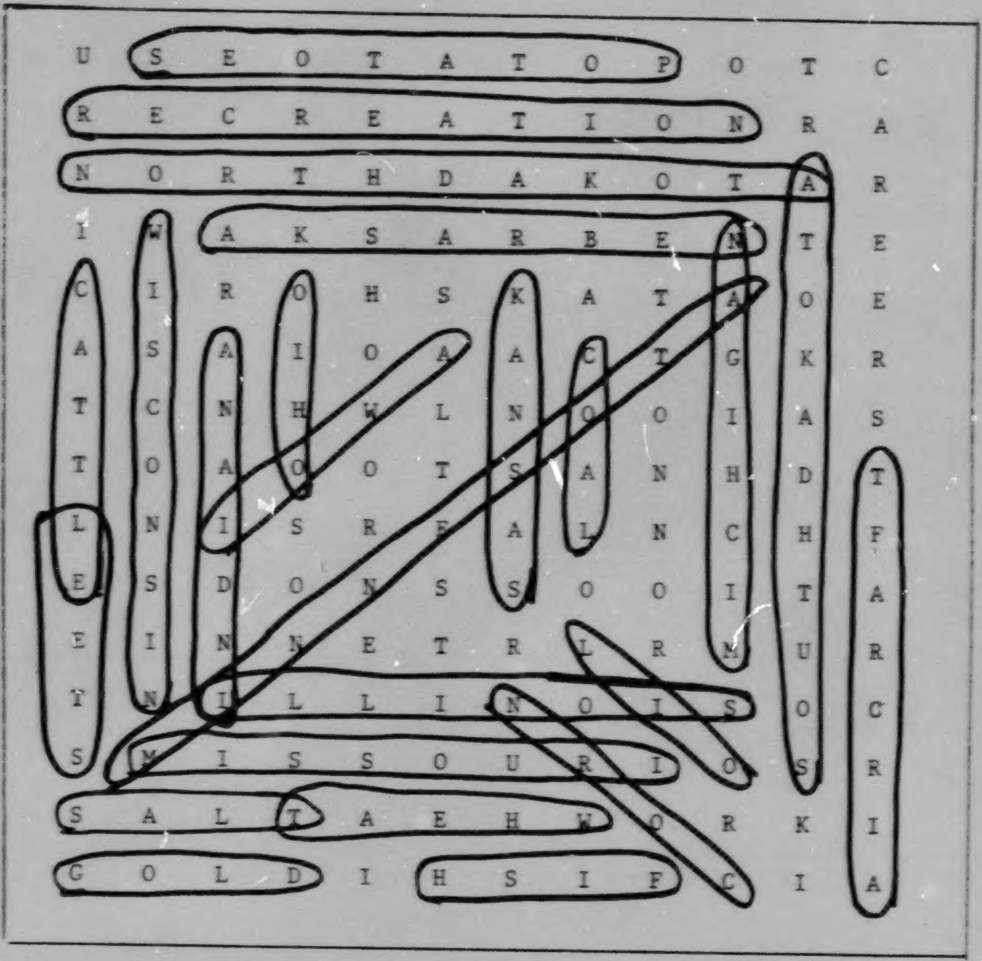
COAL

TOBACCO

WHEAT

Scramble Puzzle Answer Sheet 2

MIDWESTERN STATES



U	S	E	O	T	A	T	O	P	O	T	C
R	E	C	R	E	A	T	I	O	N	R	A
N	O	R	T	H	D	A	K	O	T	A	R
I	W	A	K	S	A	R	B	E	N	T	E
C	I	R	O	H	S	K	A	T	A	O	E
A	S	A	I	O	A	A	C	T	G	K	R
T	C	N	H	W	L	N	O	O	I	A	S
T	O	A	O	O	T	S	A	N	H	D	T
L	N	I	S	R	E	A	L	N	C	H	F
E	S	D	O	N	S	S	O	O	I	T	A
E	I	N	N	E	T	R	L	R	M	U	R
T	N	I	L	L	I	N	O	I	S	O	C
S	M	I	S	S	O	U	R	I	O	S	R
S	A	L	T	A	E	H	W	O	R	K	I
G	O	L	D	I	H	S	I	F	C	I	A

ILLINOIS
INDIANA
IOWA
KANSAS
MICHIGAN
MINNESOTA

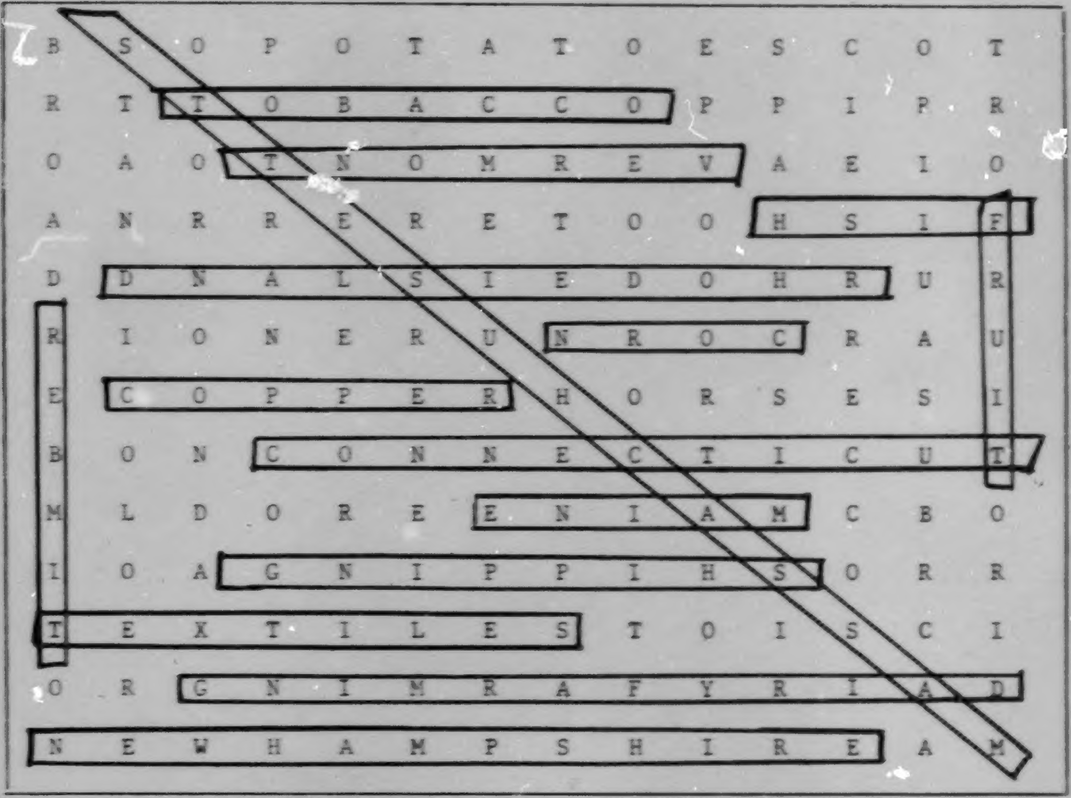
MISSOURI
NEBRASKA
NORTH DAKOTA
SOUTH DAKOTA
OHIO
WISCONSIN

RECREATION
COAL
CORN
STEEL
CATTLE
SALT

WHEAT
FISH
OIL
AIRCRAFT
POTATOES
GOLD

Scramble Puzzle Answer Sheet 3

NEW ENGLAND STATES



B	S	O	P	O	T	A	T	O	E	S	C	O	T
R	T	T	O	B	A	C	C	O	P	P	I	P	R
O	A	O	T	N	O	M	R	E	V	A	E	I	O
A	N	R	R	E	R	E	T	O	O	H	S	I	F
D	D	N	A	L	S	I	E	D	O	H	R	U	R
R	I	O	N	E	R	U	N	R	O	C	R	A	U
E	C	O	P	P	E	R	H	O	R	S	E	S	I
B	O	N	C	O	N	N	E	C	T	I	C	U	T
M	L	D	O	R	E	E	N	I	A	M	C	B	O
I	O	A	G	N	I	P	P	I	H	S	O	R	R
T	E	X	T	I	L	E	S	T	O	I	S	C	I
O	R	G	N	I	M	R	A	F	Y	R	I	A	D
N	E	W	H	A	M	P	S	H	I	R	E	A	M

CONNECTICUT

MASSACHUSETTS

RHODE ISLAND

MAINE

NEW HAMPSHIRE

VERMONT

TOBACCO

FRUIT

DAIRY FARMING

FISH

TEXTILES

TIMBER

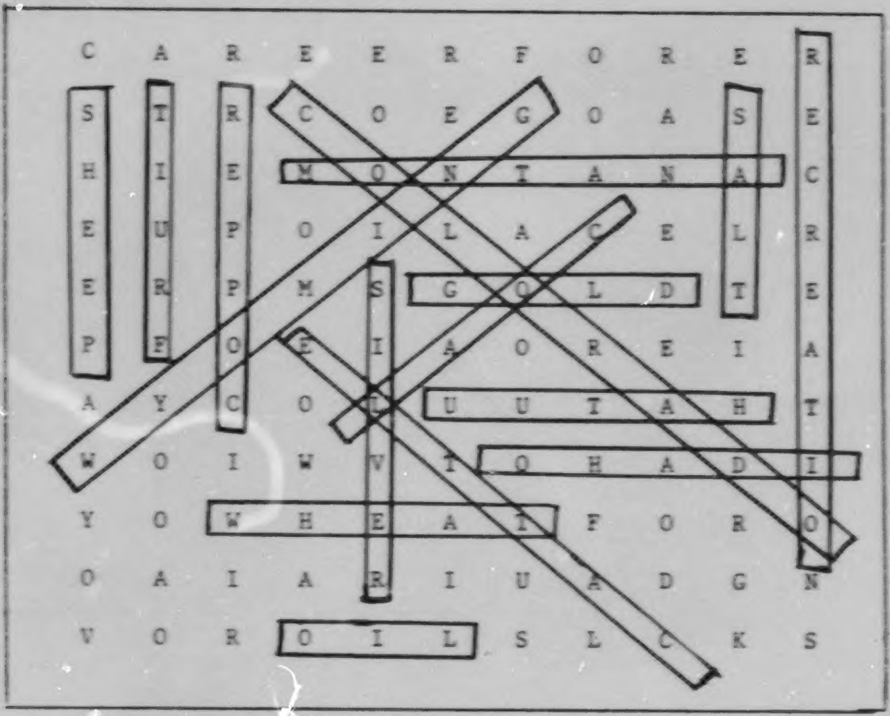
POTATOES

SHIPPING

CORN

COPPER

ROCKY MOUNTAIN STATES



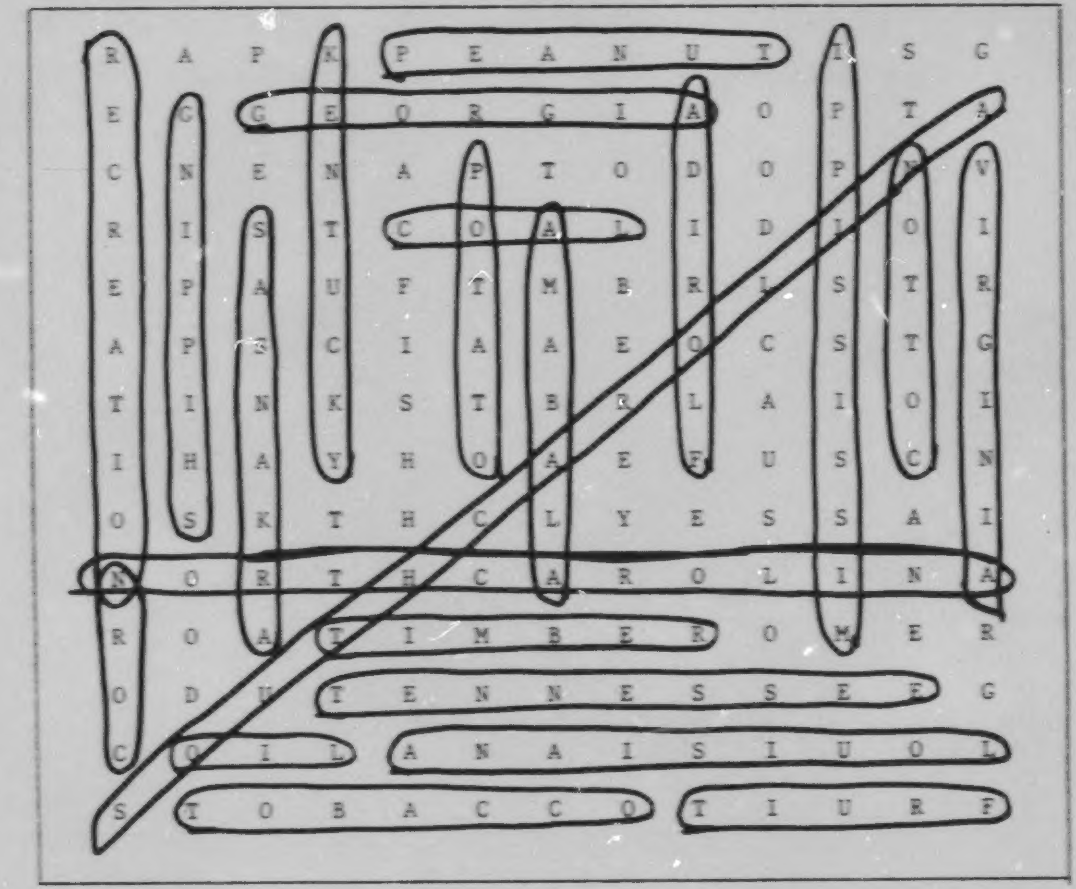
C	A	R	E	E	R	F	O	R	E	R
S	T	R	C	O	E	G	O	A	S	E
H	I	E	M	O	N	T	A	N	A	C
E	U	P	O	I	L	A	C	E	L	R
E	R	P	M	S	G	O	L	D	T	E
P	F	O	E	I	A	O	R	E	I	A
A	Y	C	O	L	U	U	T	A	H	T
W	O	I	W	V	T	O	H	A	D	I
Y	O	W	H	E	A	T	F	O	R	O
O	A	I	A	R	I	U	A	D	G	N
V	O	R	O	I	L	S	L	C	K	S

COLORADO
IDAHO
MONTANA
UTAH
WYOMING
GOLD
COAL
SILVER

RECREATION
WHEAT
CATTLE
SHEEP
FRUIT
OIL
COPPER
SALT

Scramble Puzzle Answer Sheet 5

SOUTHERN STATES



R	A	P	K	P	E	A	N	U	T	I	S	G
E	G	G	E	O	R	G	I	A	O	P	T	A
C	N	E	N	A	P	T	O	D	O	P	N	V
R	I	S	T	C	O	A	L	I	D	I	O	I
E	P	A	U	F	T	M	B	R	L	S	T	R
A	P	S	C	I	A	A	E	O	C	S	T	G
T	I	N	K	S	T	B	R	L	A	I	O	I
I	H	A	Y	H	O	A	E	F	U	S	C	N
O	S	K	T	H	C	L	Y	E	S	S	A	I
N	O	R	T	H	C	A	R	O	L	I	N	A
R	O	A	T	I	M	B	E	R	O	M	E	R
O	D	U	T	E	N	N	E	S	S	E	E	G
C	O	I	L	A	N	A	I	S	I	U	O	L
S	T	O	B	A	C	C	O	T	I	U	R	F

ALABAMA

ARKANSAS

FLORIDA

GEORGIA

KENTUCKY

LOUISIANA

MISSISSIPPI

NORTH CAROLINA

SOUTH CAROLINA

TENNESSEE

VIRGINIA

PEANUT

RECREATION

CORN

OIL

COAL

COTTON

TIMBER

FRUIT

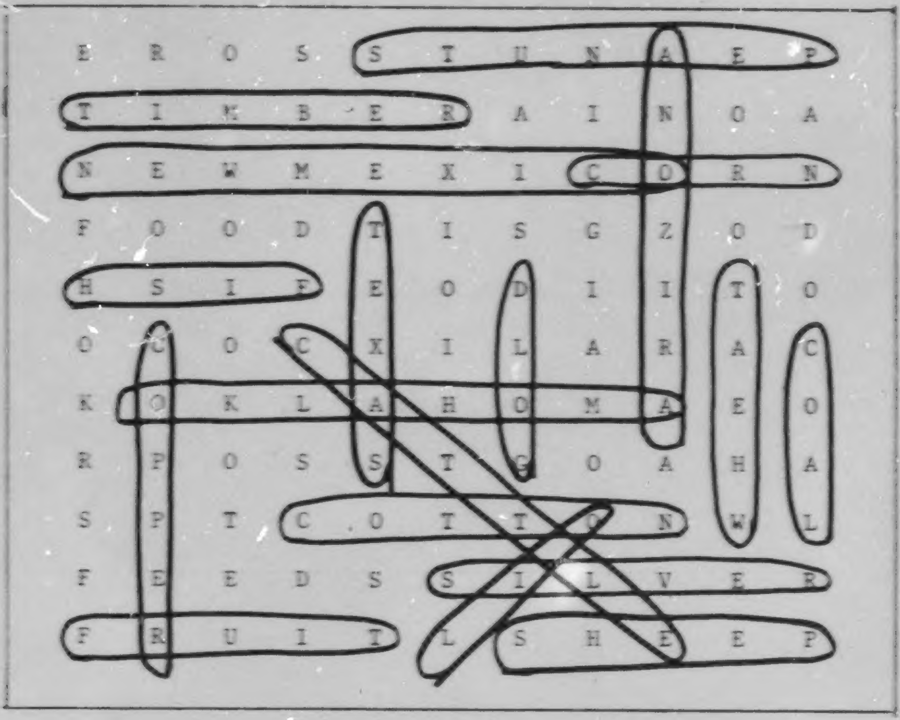
TOBACCO

SHIPPING

FISH

POTATO

SOUTHWESTERN STATES



E	R	O	S	S	T	U	N	A	E	P
T	I	M	B	E	R	A	I	N	O	A
N	E	W	M	E	X	I	C	O	R	N
F	O	O	D	T	I	S	G	Z	O	D
H	S	I	F	E	O	D	I	I	T	O
O	C	O	C	X	I	L	A	R	A	C
K	O	K	L	A	H	O	M	A	E	O
R	P	O	S	S	T	G	O	A	H	A
S	P	T	C	O	T	T	O	N	W	L
F	E	E	D	S	S	I	L	V	E	R
F	R	U	I	T	L	S	H	E	E	P

ARIZONA

OKLAHOMA

NEW MEXICO

TEXAS

CATTLE

SHEEP

COTTON

COPPER

SILVER

PEANUTS

WHEAT

COAL

CORN

TIMBER

FISH

FRUIT

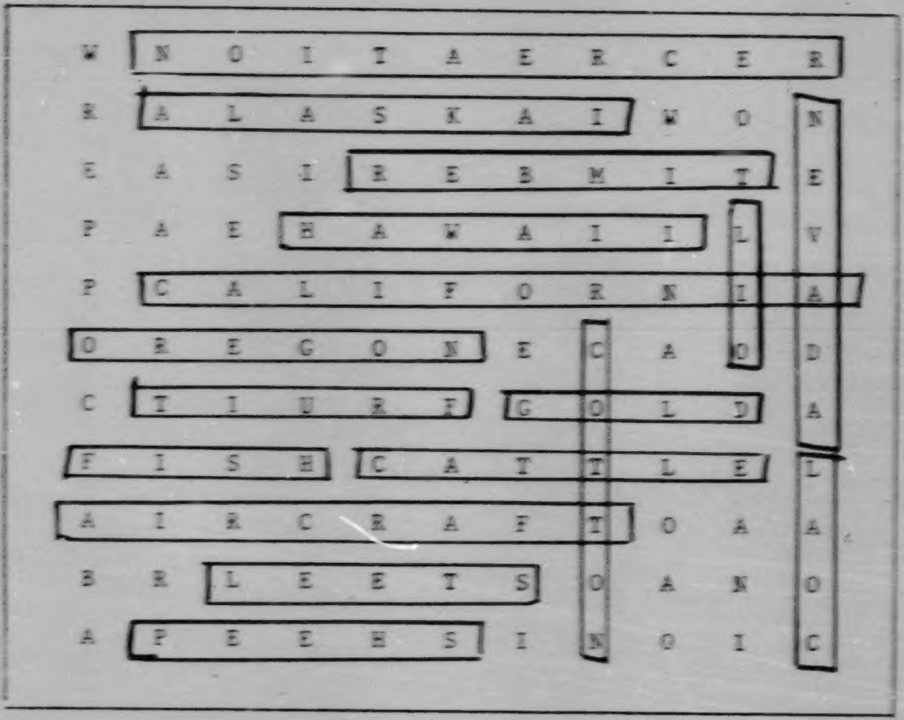
GOLD

OIL

3412A

Scramble Puzzle Answer Sheet 7

WESTERN STATES



W	N	O	I	T	A	E	R	C	E	R
R	A	L	A	S	K	A	I	W	O	N
E	A	S	I	R	E	B	M	I	T	E
P	A	E	H	A	W	A	I	I	L	V
P	C	A	L	I	F	O	R	N	I	A
O	R	E	G	O	N	E	C	A	O	D
C	T	I	U	R	F	G	O	L	D	A
F	I	S	H	C	A	T	T	L	E	L
A	I	R	C	R	A	F	T	O	A	A
B	R	L	E	E	T	S	O	A	N	O
A	P	E	E	H	S	I	N	O	I	C

CALIFORNIA

WASHINGTON

HAWAII

NEVADA

OREGON

ALASKA

TIMBER

CATTLE

FRUIT

GOLD

RECREATION

COTTON

FISH

AIRCRAFT

OIL

STEEL

COPPER

SHEEP

COAL

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will compare different sets of geographical and environmental factors in relation to the kinds of occupational opportunities found.

PERFORMANCE OBJECTIVE:

The student will match products with a specific state with 100% accuracy.

MATERIALS:

*Master Product List
*Product Playing Cards - (6 sets --22 cards per set)
*United States Map

PREPARATION:

The JOB PIT game is designed for three to six players. Reproduce a copy of the Master Product List for each player.

PROCEDURE:

The cards are shuffled and six cards are dealt to each player. The remaining cards are placed in a pile in easy reach of the players. Each player is also given a master list and should choose the section of the country in which he is working to find products. After the players have sorted their cards according to the areas in which he wishes to play, the player to the right of the dealer asks any player for a card he may need. For example: John may say, "Mary, may I have your potato card?" If she has one, she must give it to him. He then gets to ask someone else for another card. He has only two turns and then must draw the top card off the pile. All Product Cards belonging to the state for which the player is working are placed on the table face up. The next player to his right then asks any member of the group for a card. The player who has the most cards for the state at the end of the game, wins. Each time a player lays down a card, he must tell what section of the country in which he has worked, e.g. Southwestern States.

EVALUATION:

Each student should be able to complete his set of cards with 80% accuracy. If not, have the students play the game again, starting with a new set of cards.

MASTER PRODUCT LIST

MIDWESTERN STATES

Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
South Dakota
Ohio
Wisconsin

coal
corn
steel
cattle
wheat
fish
oil
aircraft
salt
recreation
potatoes
gold

SOUTHWESTERN STATES

Arizona
Oklahoma
New Mexico
Texas

cattle
sheep
cotton
copper
silver
gold
fruit
Space Center
oil
wheat
coal
peanuts
corn
timber
fish

ROCKY MOUNTAIN STATES

Colorado
Idaho
Montana
Wyoming
Utah

gold
coal
silver
wheat
cattle
sheep
fruit
oil
recreation
copper
salt

WESTERN STATES

California
Washington
Hawaii
Nevada
Oregon
Alaska

timber
cattle
fruit
gold
cotton
fish
aircraft
oil
steel
recreation
copper
sheep
coal

NEW ENGLAND STATES

Connecticut
Massachusetts
Rhode Island
Maine
New Hampshire
Vermont

tobacco
fruit
fish
textiles
lumber
potatoes
ship building
corn
copper
dairy farming

MIDDLE ATLANTIC STATES

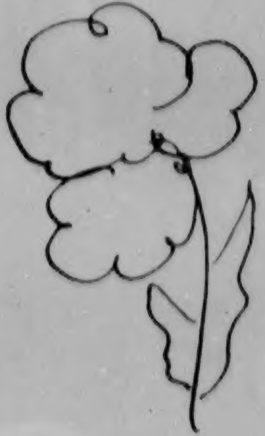
Delaware
New Jersey
Pennsylvania
New York
Maryland
West Virginia

fish
textiles
ship building
steel
recreation
corn
potatoes
wheat
coal
tobacco

SOUTHERN STATES

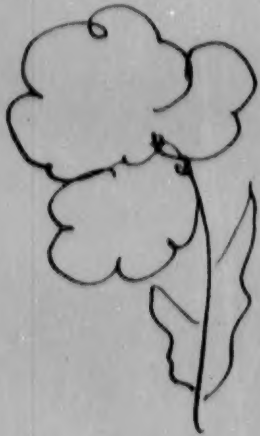
Kentucky
Virginia
North Carolina
South Carolina
Mississippi
Tennessee
Georgia
Florida
Alabama
Arkansas
Louisiana

peanuts
corn
oil
cotton
lumber
recreation
ship building
fruit
tobacco
fish
potatoes
Space Center



COTTON

3412B



COTTON

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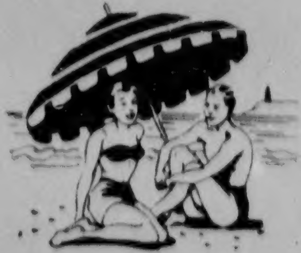

RECREATION

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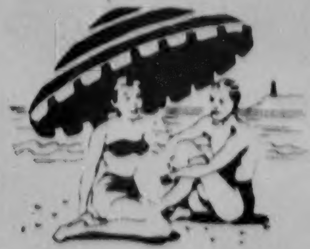

RECREATION

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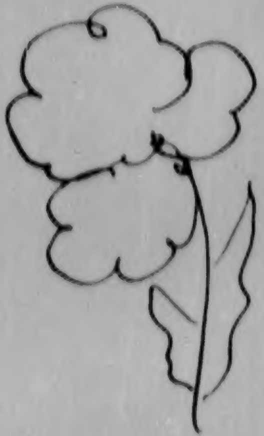

COTTON

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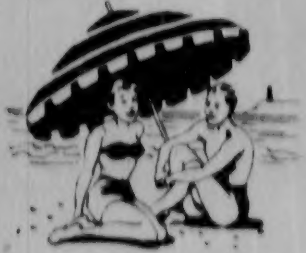

RECREATION

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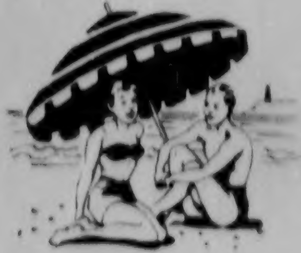

RECREATION

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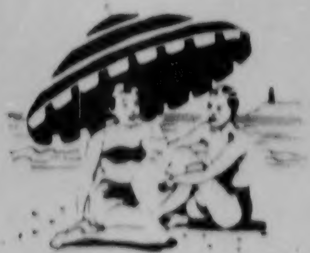

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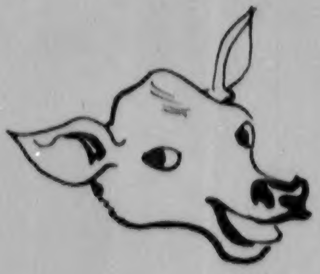
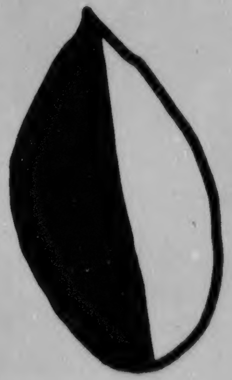


CATTLE

3412B

CATTLE

3412B



TOBACCO

3412B

TOBACCO

3412B

CATTLE

3412B

CATTLE

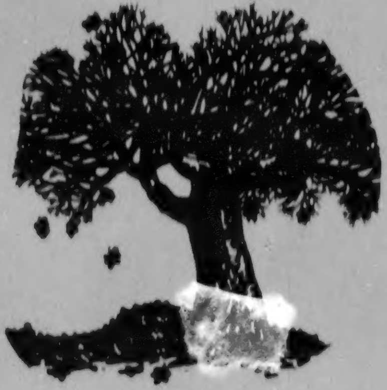
3412B

TOBACCO

3412B

TOBACCO

3412B



LUMBER

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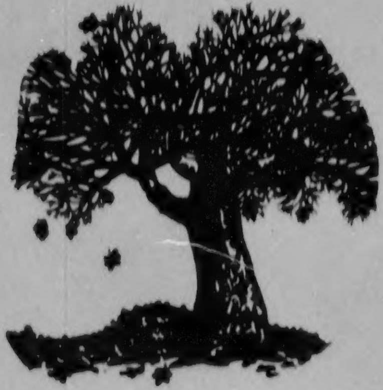

LUMBER

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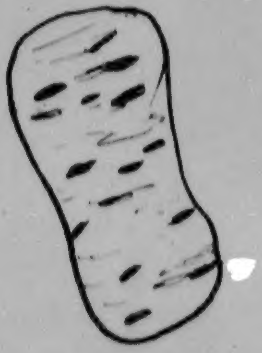

POTATOES

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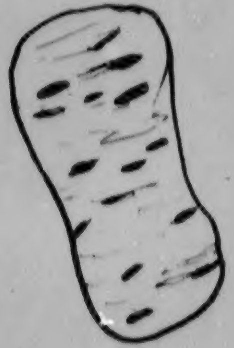

POTATOES

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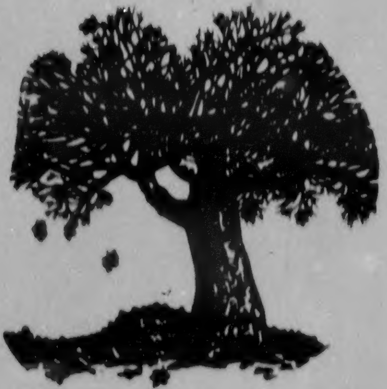

LUMBER

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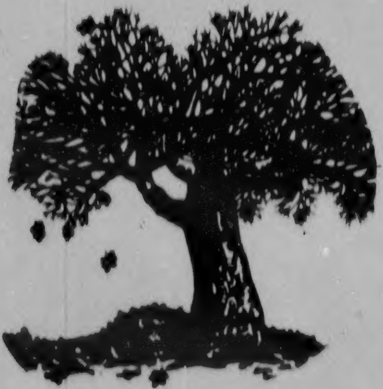
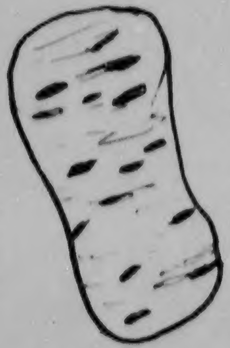


LUMBER

3412B



POTATOES

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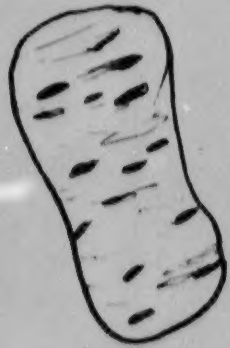


POTATOES

3412B

COAL

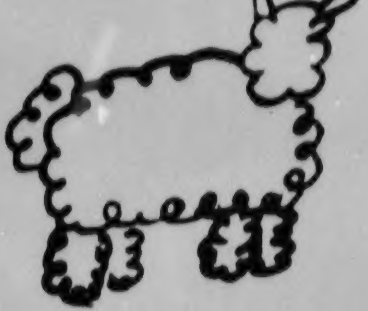
34120

COAL

34120

COAL

34120



SHEEP

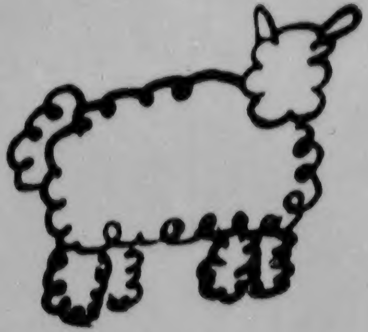
34120

COAL

34120

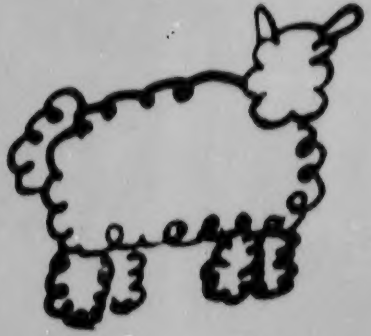
COAL

34120



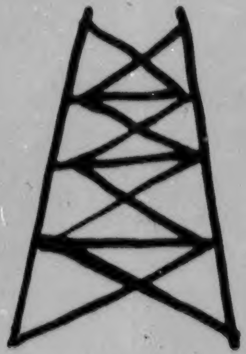
SHEEP

34120



SHEEP

34120



OIL

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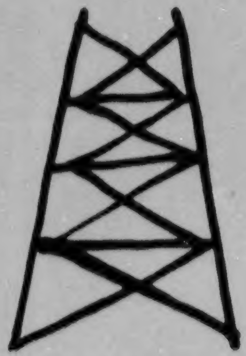

OIL

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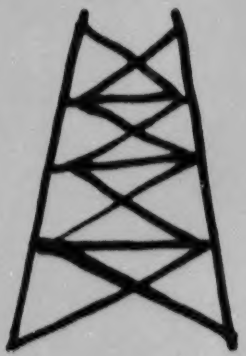
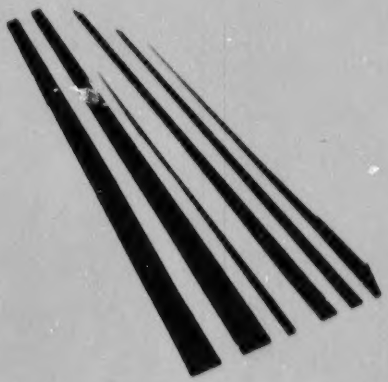


OIL

3412B



STEEL

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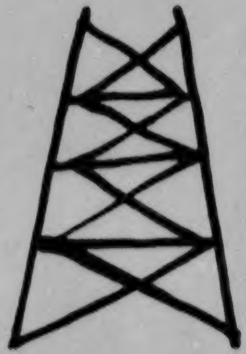
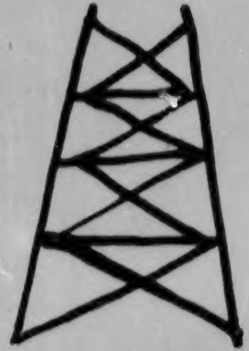


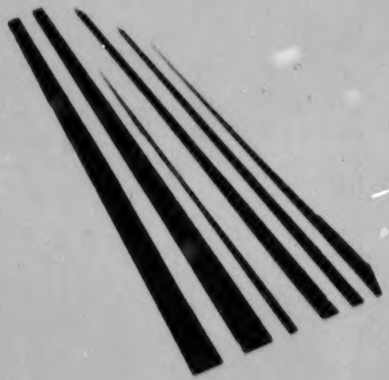
OIL

3412B



OIL

3412B



STEEL

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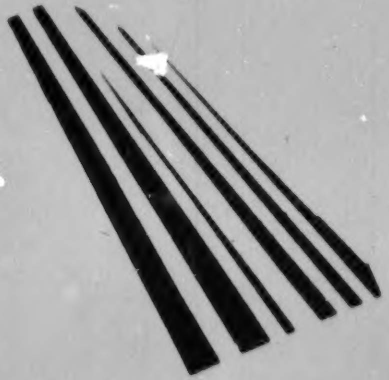

STEEL

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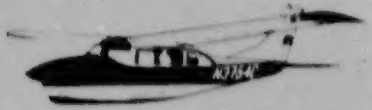
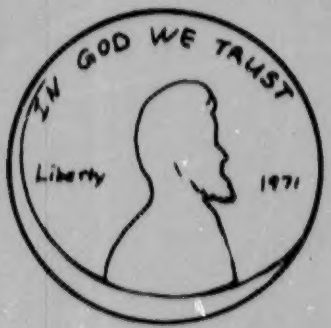


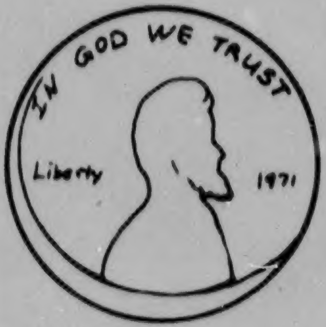
AIRCRAFT

34128


IN GOD WE TRUST
Liberty
1971

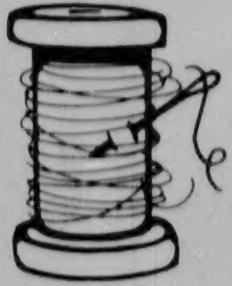
COPPER

34128


IN GOD WE TRUST
Liberty
1971

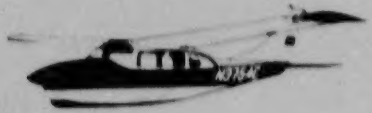
COPPER

34128



TEXTILES

34128



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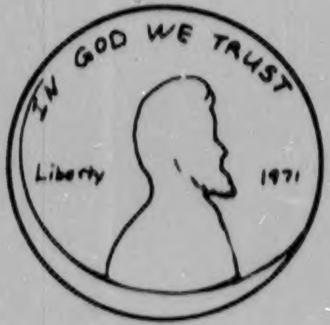
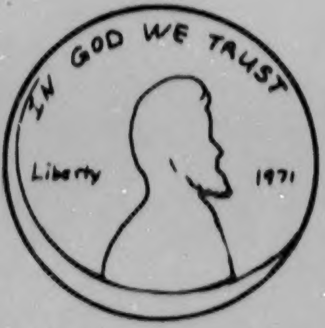

IN GOD WE TRUST
Liberty
1971

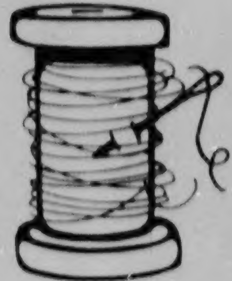
COPPER

34128


IN GOD WE TRUST
Liberty
1971

COPPER

34128



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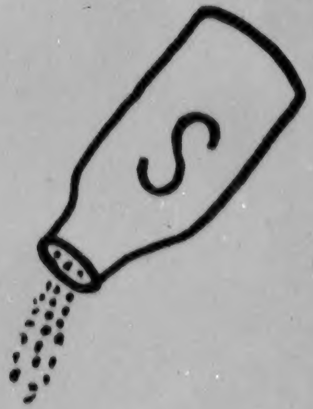

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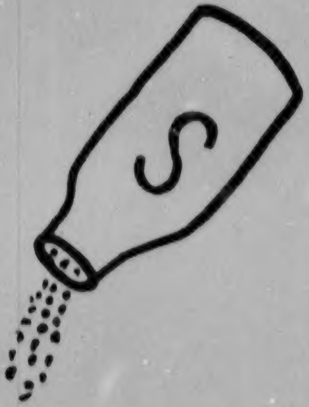
3412B



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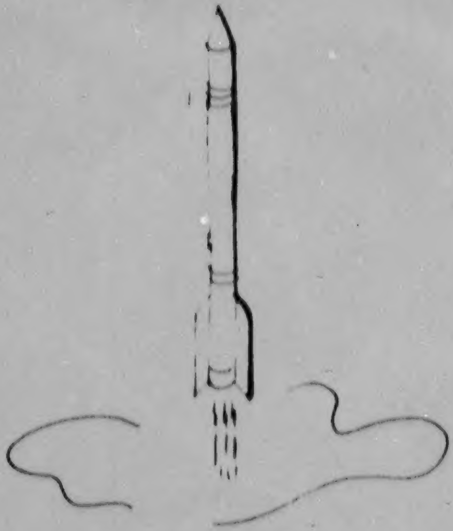

SPACE CENTER

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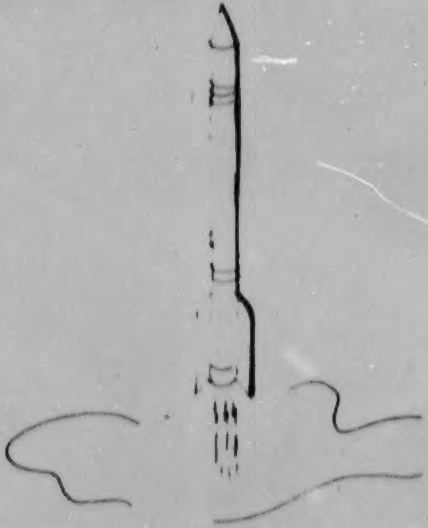

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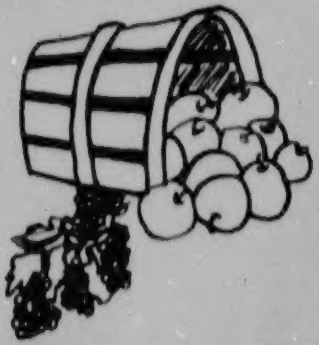

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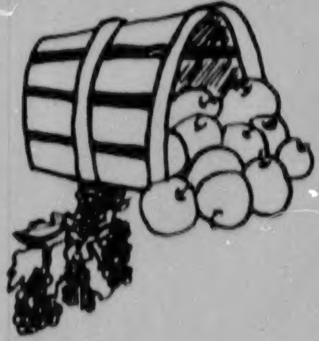
3412B



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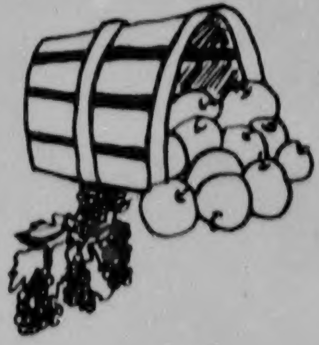

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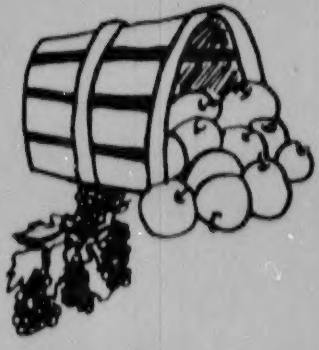
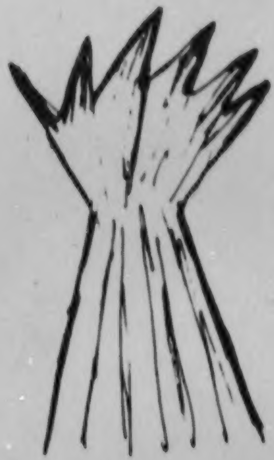


FRUIT

3412B



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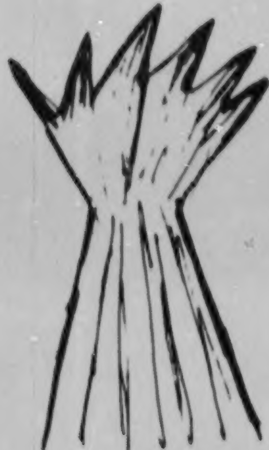

WHEAT

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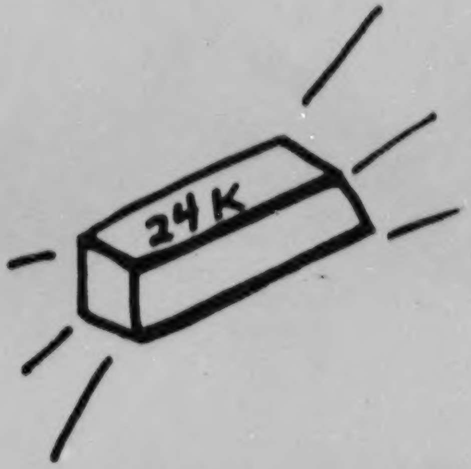

GOLD

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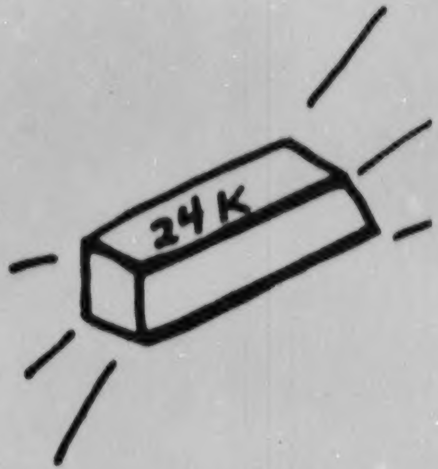

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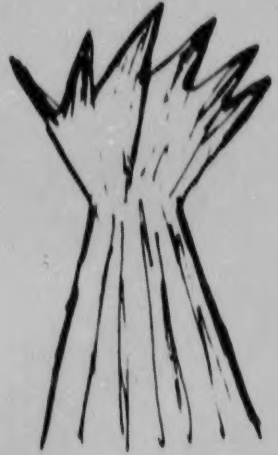

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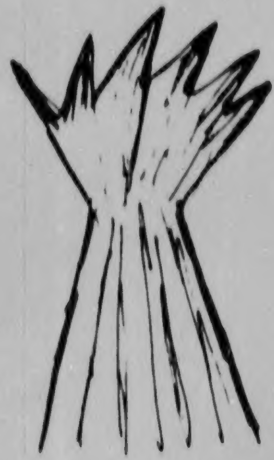

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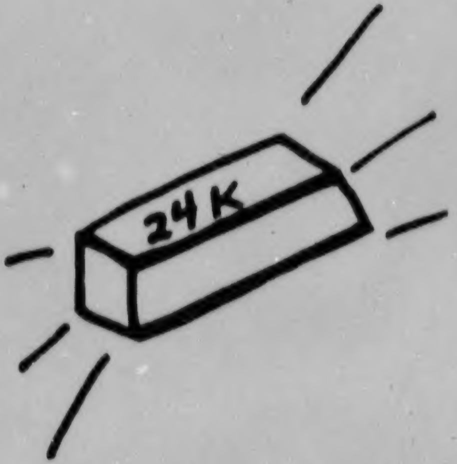

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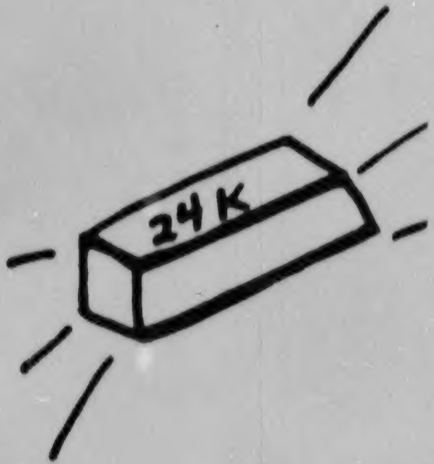

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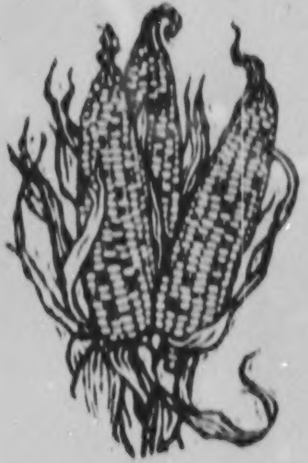
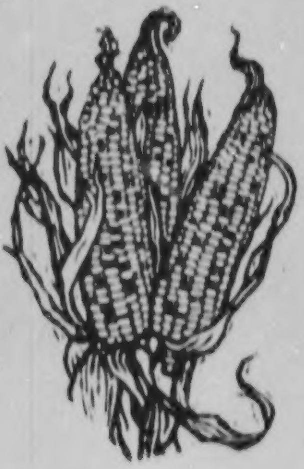


CORN

3412B



CORN

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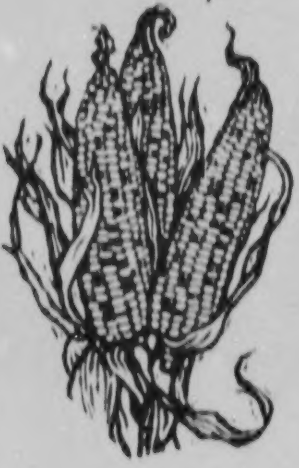

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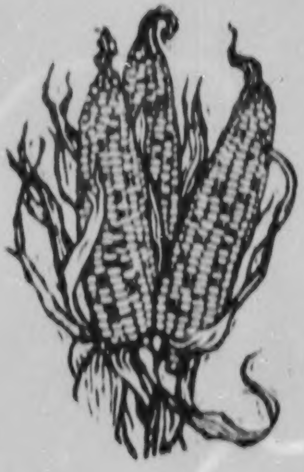

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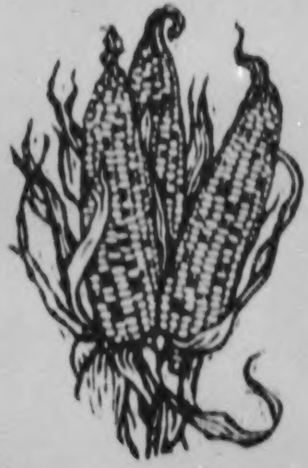

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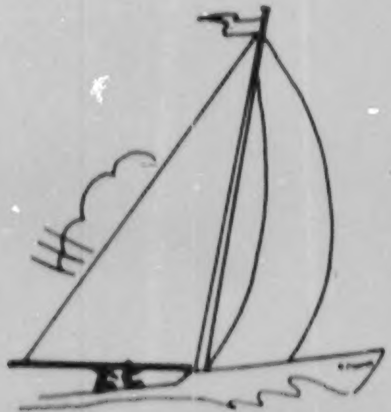

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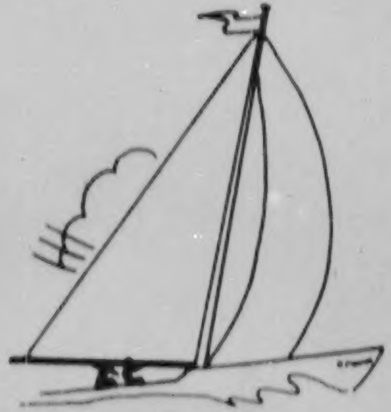

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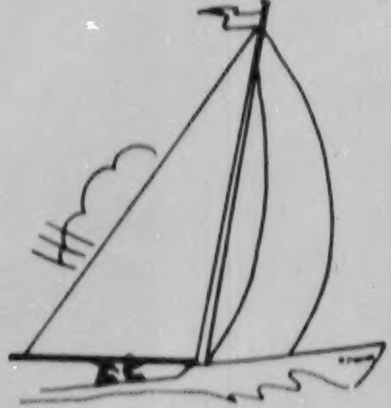

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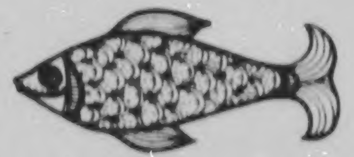

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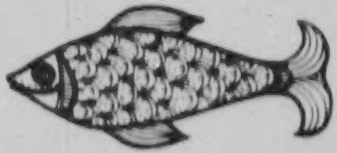

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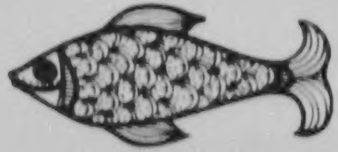

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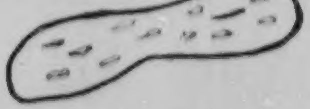
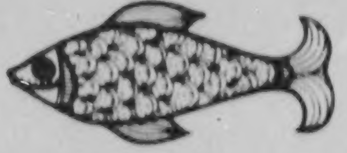


PEANUTS

34128



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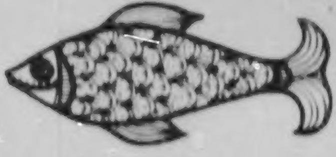

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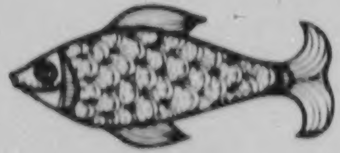

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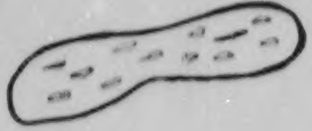


PEANUTS

34128

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will analyze geographic and environmental factors and infer the kinds of work available or desirable there.

PERFORMANCE OBJECTIVE:

The student will be able to list three factors that affect job availability and desirability in a region.

MATERIALS:

*"Geographic and Environmental Factors" Worksheet
*Answer Key
Pencils

PREPARATION:

Reproduce one sheet for each child.

PROCEDURE:

Discuss some events or situations that affect the jobs and income of the people in a mining region. For example:

- size of ore deposits in the region
- amount of ore mined
- competition from other sources of ore
- cost of production
- extent to which ore is processed in the region
- availability of transportation to markets
- amount of ore sold
- price of the ore sold

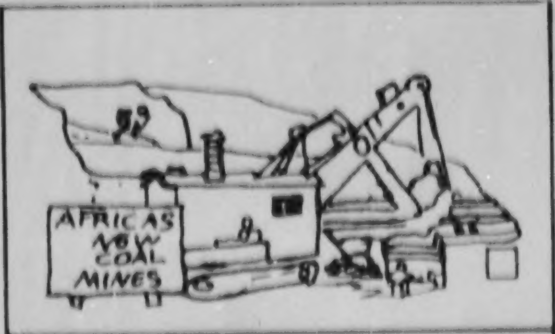
Have the students look at the pictures on the worksheet. Tell them to decide how each situation pictured would affect the job opportunities in the mining region. Have them indicate their answers by writing a + (increase) or a - (decrease) in the small box by each picture. They may check their work on the Answer Key or you may read them aloud.

EVALUATION:

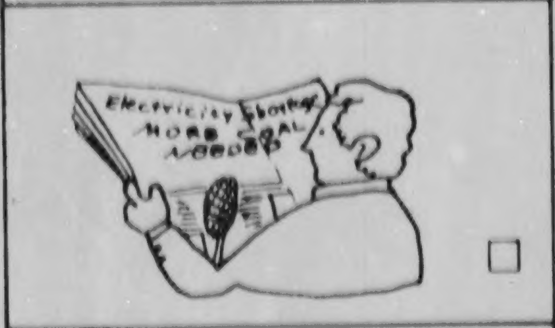
Each student should be able to list three factors that affect job availability in a region.

GEOGRAPHIC AND ENVIRONMENTAL FACTORS

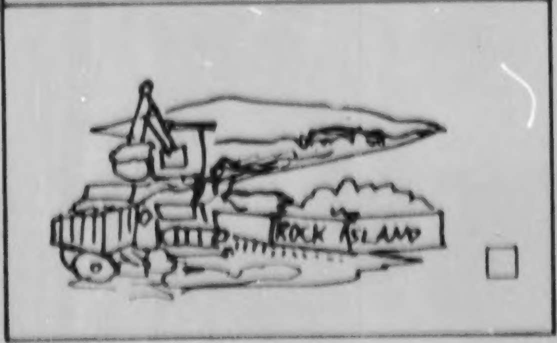
DIRECTIONS: All the jobs in this coal mining town will be affected by the situations pictured. Put a + in the box if the incomes will be increased and a – in the box if the incomes will be decreased.


AFRICAS
NEW
COAL
MINES

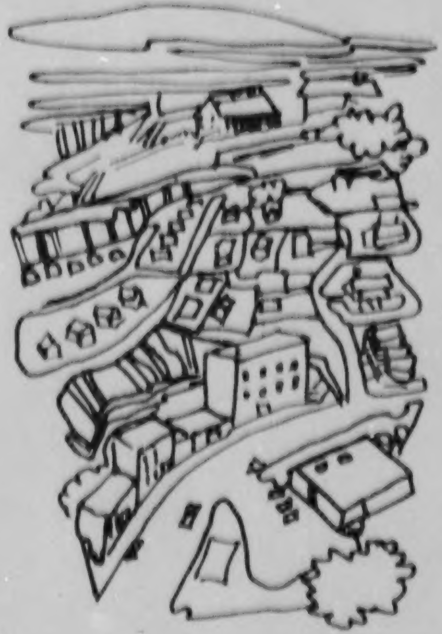
☐

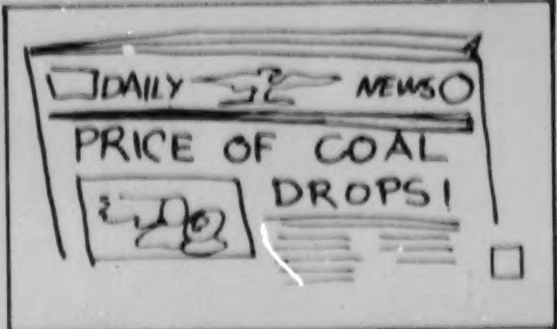

Electricity Shortage
MORE COAL
NEEDED

☐

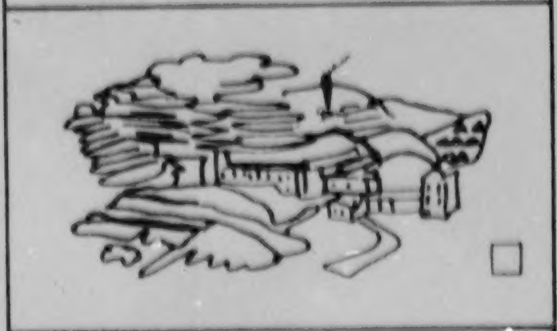

ROCK ISLAND

☐




DAILY NEWS
PRICE OF COAL
DROPS!

☐



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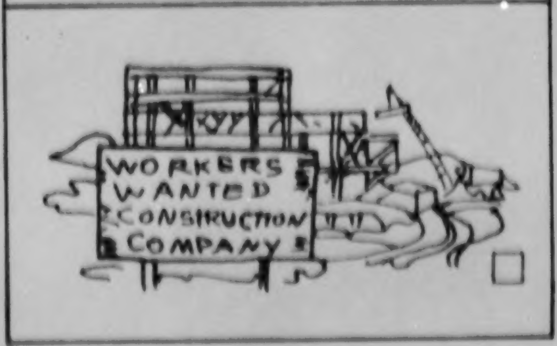
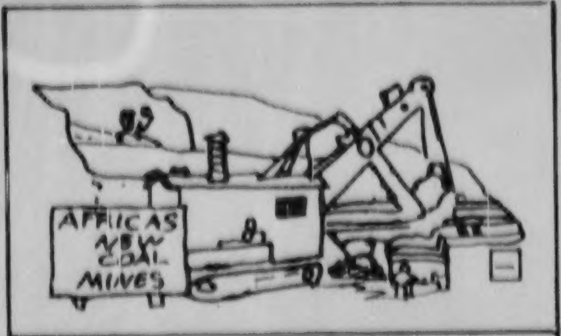
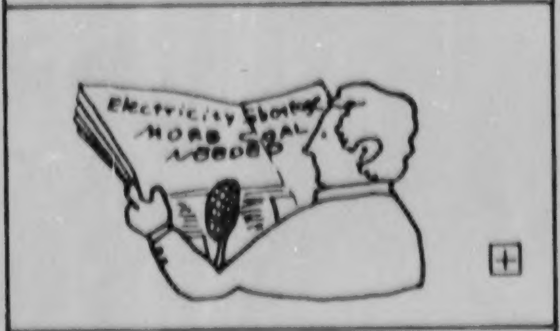

WORKERS
WANTED
CONSTRUCTION
COMPANY

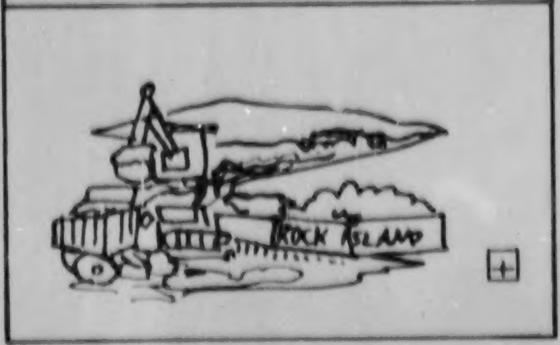
☐

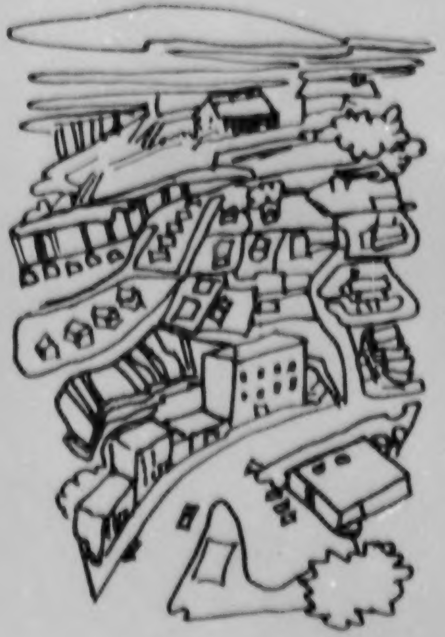
GEOGRAPHIC AND ENVIRONMENTAL FACTORS

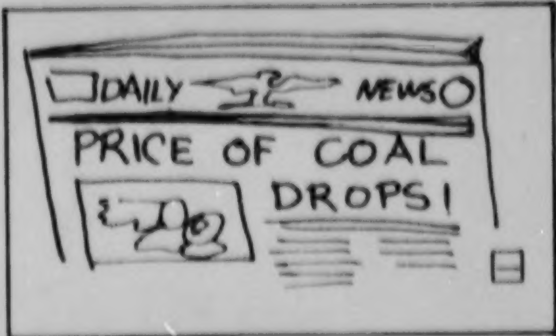
DIRECTIONS: All the jobs in this coal mining town will be affected by the situations pictured. Put a + in the box if the incomes will be increased and a – in the box if the incomes will be decreased.

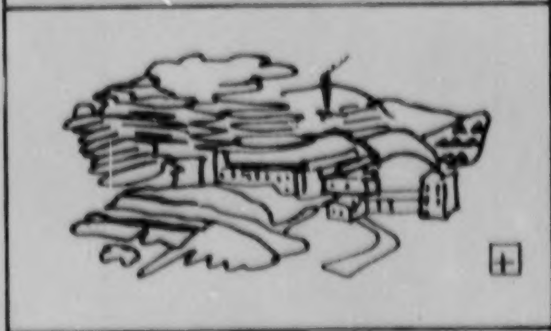

AFFICAS
NEW
COAL
MINES
−

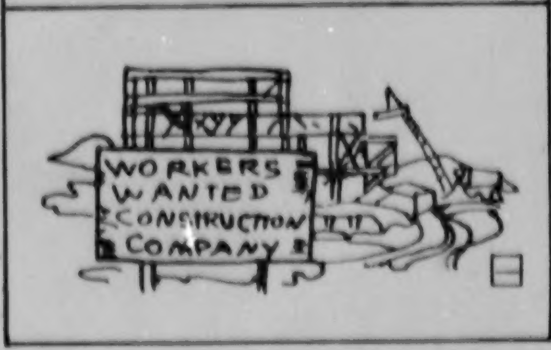

Electricity Shortage
MORE COAL
NEEDED
+


ROCK ISLAND
+




DAILY NEWS
PRICE OF COAL
DROPS!
−




WORKERS
WANTED
CONSTRUCTION
COMPANY
−

3412C

Language Arts: Word recognition
Social Studies: Categorizing and interdependence

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will evaluate the potential of a geographical and environmental setting as it relates to personal occupational aspirations and potential.

PERFORMANCE OBJECTIVE:

Given the Crossword Puzzle, the student will fill in the names of the states with 80% accuracy.

MATERIALS:

*Crossword Puzzle
*Crossword Puzzle Answer Sheet

PREPARATION:

The Crossword Puzzle is designed for individual students or the entire class. Reproduce as many puzzles as you will need.

PROCEDURE:

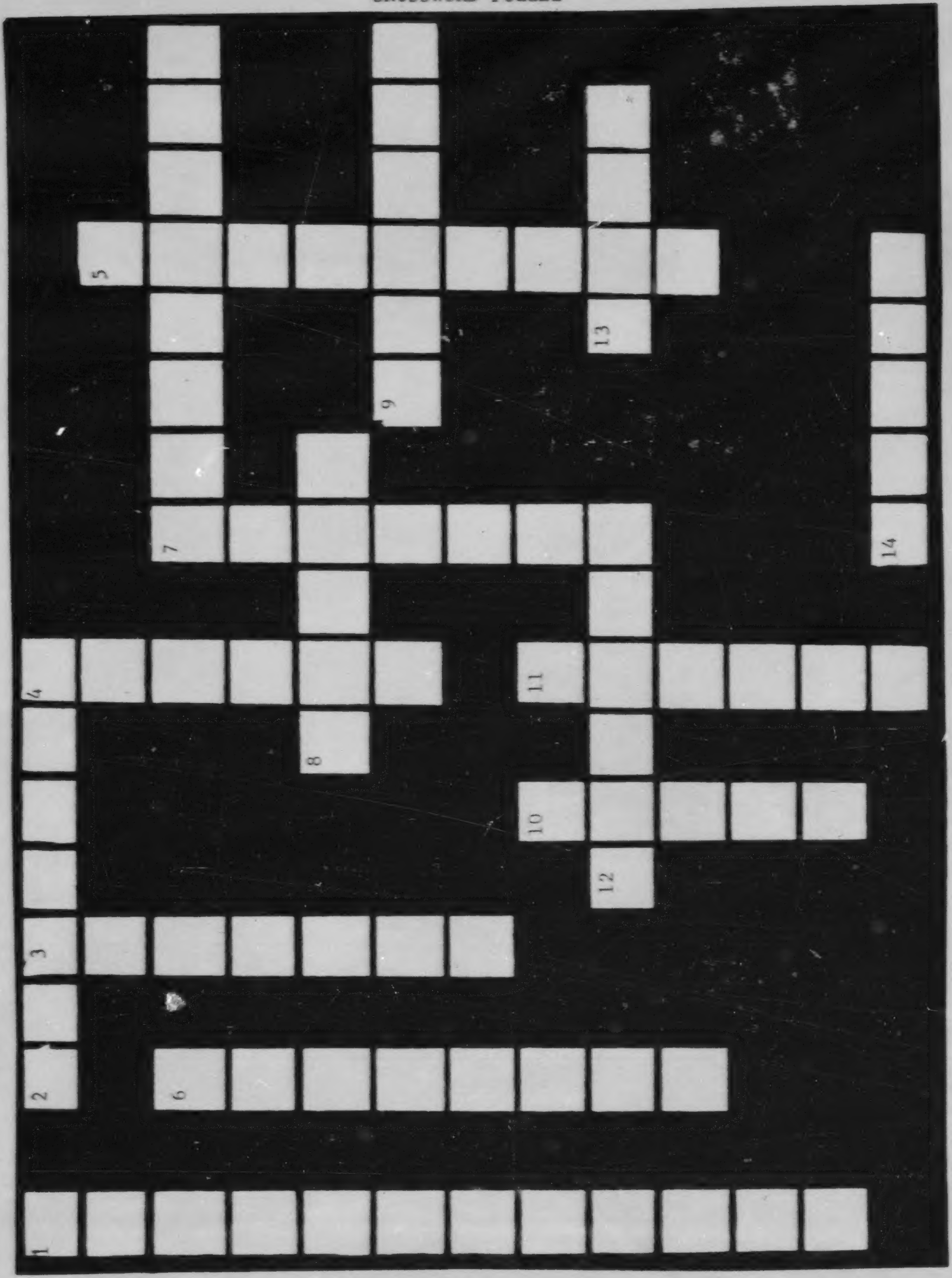
Give each student a puzzle and ask him/her to fill in the blanks with the correct answers.

EVALUATION:

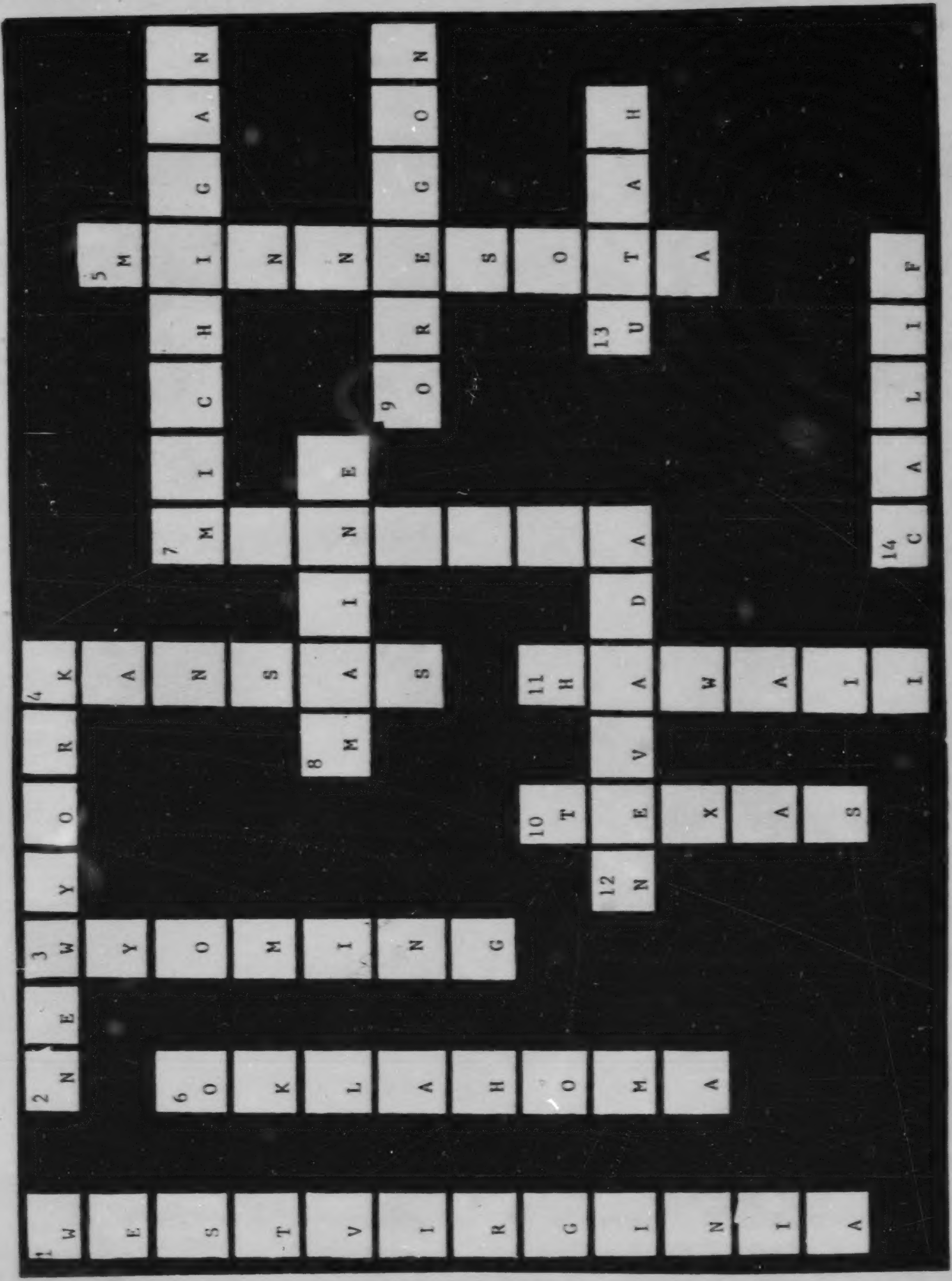
The students should be able to fill in the answers to the puzzle with 80% accuracy. If additional work is needed, individual research on the items in question may be needed.

3412D

CROSSWORD PUZZLE


5
13
9
7
14
4
11
8
10
12
3
2
6
1

ANSWERS FOR CROSSWORD PUZZLE


1 WEST VIRGINIA
2 NEW YORK
3 WYOMING
4 KANSAS
5 MINNESOTA
6 OKLAHOMA
7 M N A
MICHIGAN
8 MAINE
9 OREGON
10 TEXAS
11 HAWAII
12 NEVADA
13 UTAH
14 CALIF

ACROSS

2. If you wanted to build ships, a good state in which to live would be ____________________.

7. A great state to live in if you wanted to manufacture cars would be ____________________.

8. A state containing many shipping harbors.

9. My state provides the United States with much timber.

12. This state has silver mines.

13. Copper mines are found in this state.

14. This state is called the "Fruit Bowl of America" (abbrev.)

DOWN

1. This state is famous for coal mines.

3. Raising cattle is good here.

4. This state is known as the "Air Capital of the World."

5. With 10,000 lakes this state provides much water recreation.

6. This state is famous for its oil.

10. The Space Center is found in this state.

11. This state is where everyone would like to go for a vacation.

CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will compare and contrast the effects of different technological and social factors on careers.

PERFORMANCE OBJECTIVE:

On a worksheet, the student will analyze statements and determine if they indicate more or less jobs in a given setting.

MATERIALS:

*Student Worksheet
*Teacher Answer Sheet
Pencils

PREPARATION:

Reproduce as many student worksheets as needed.

PROCEDURE:

Discuss the following:

- -Some of the factors necessary for industrial growth. (appropriate location, raw materials, manpower)
- -Explain the meaning of the word hinder
- -Some of the factors that may hinder the industrial growth (depletion of natural resources, scarcity of money, poor transportation, disappearance of farm and open land)

Place the materials necessary for the activity in a learning center or give to each student for independent work.

After each student has completed a worksheet, the teacher should evaluate.

EVALUATION:

The student should be able to list three technological and social changes that have had an effect on careers.

STUDENT WORKSHEET

DIRECTIONS: If the statement tells of something that might create more jobs, write MORE in the blank at the beginning of the statement. If the statement tells of something that means less jobs available, write LESS in the blank before the statement.
Below each statement write the reason for your response.

1. ________ More computers are being manufactured.

____

____

____

2. ________ Production in a factory is increased by one half because of more automated machinery.

____

____

____

3. ________ A large land area around a lake has been developed for leisure time activities, including a large amusement park.

____

____

____

4. ________ Numerous factories are located in the center of a large city.

____

____

____

5. __________ No improvements have been made on a large city's main streets and expressways in thirty years.

____

____

____

6. __________ Electricity is being widely used.

____

____

____

7. __________ Telephones are being widely used.

____

____

____

8. __________ There have been low wages in a large city for fifty years.

____

____

____

9. __________ Water and transportation are scarce in a particular city.

____

____

____

10. __________ New ways have been found to use iron ore.

____

____

____

11. __________ Much of the income of a region is from government spending.

____

____

____

12. __________ A region has plenty of money for loans.

____

____

____

13. __________ So many people have moved into an area that most of the orchards and dairy farms have been condemned for housing areas.

____

____

____

14. __________ Huge areas of forests have been cut down in the last one hundred years.

____

____

____

15. __________ Air conditioning is being widely used.

____

____

____

TEACHER ANSWER SHEET

DIRECTIONS: If the statement tells of something that might create more jobs, write MORE in the blank at the beginning of the statement. If the statement tells of something that means less jobs available, write LESS in the blank before the statement.

1. LESS More computers are being manufactured.

   Computers are an invaluable timesaver, but have taken over many bookkeeping and other jobs.

2. LESS Production in a factory is increased by one half because of more automated machinery.

   Workers are going to have more leisure time and seeking more recreational activities.

3. MORE A large land area around a lake has been developed for leisure time activities, including a large amusement park.

   The area and amusement park will need workers.

4. MORE OR LESS Numerous factories are located in the center of a large city

   Many skilled workers are needed, but the air pollution may drive people away from the center of the city.

5. LESS No improvements have been made on a large city's main streets and expressways in thirty years.

   People will become discouraged with the traffic jams and quit their jobs.

6. MORE Electricity is being widely used.

   Better use of machinery and better production creates more jobs for people who package, ship, etc.

7. MORE Telephones are being widely used.

   Faster communication means orders are filled more promptly and received faster.

8. LESS There have been low wages in a large city for fifty years.

People will not want to come to this region for a low income.

9. LESS Water and transportation are scarce in a particular city.

Industries must have both of these or they will not come to this region, therefore, fewer jobs will be available.

10. MORE New ways have been found to use iron ore.

Each new industry will need more workers.

11. LESS Much of the income of a region is from government spending.

This would "lay off" a lot of workers if government spending or contracts were suddenly stopped such as aerospace.

12. MORE A region has plenty of money for loans.

Industries often need to borrow money to enlarge factories or increase production.

13. LESS So many people have moved into an area that most of the orchards and dairy farms have been condemned for housing areas.

People who depend on picking crops or dairy farming, for a living, will be out of jobs.

14. LESS Huge areas of forests have been cut down in the last one hundred years.

People such as lumberjacks and paper mill workers will be out of jobs.

15. MORE Air conditioning is being widely used.

Factories that are cool draw more workers and air conditioning factories provide more jobs.

Social Studies: Draw inferences from information in order to analyze and categorize. 3413C

Math: Addition

CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will analyze the effects of specific technological and social changes on a particular setting and its occupants.

PERFORMANCE OBJECTIVE:

The student should be able to list five technological or social changes that affect a particular setting and its occupants.

MATERIALS:

*Technology Slide Game Board
*Game Cards
*Answer Key
*Dice
Game pieces
Pencils and paper for scoring

PREPARATION:

Laminate the game board and cards if desired.
The game is designed for three to five players.

PROCEDURE:

Discuss the fact that technology has had many good effects, but it has also brought about good and bad social changes in many regions. The children are to imagine an Industrial Region.

Place the cards, face down, in the space provided.

Each player picks a token and puts it at the STARTING LINE.

Each player throws the dice, the highest number designating the first to play.

The first player throws the dice and moves his token the number of spaces shown on the dice.

He draws the top card from the pile. If the card tells of an Industrial Region he is to say (I), if the card tells of Farmland, he is to say (F), if the card tells of both, he is to say (B). Answers can be checked on the Answer Key.

If the player answers correctly, he gets the number of points shown in the box where he landed.

If he is incorrect, he remains where he landed, but receives no points.

The used card is returned to the bottom of the deck.

The next player throws the dice and the game continues.

The game ends when each player has gone down the slide two times.

EVALUATION:

The student should be able to list five effects of specific technological and social changes on a particular setting and its occupants.

3413C

Some people earn high incomes

3413C

Labor strikes

3413C

Clean, fresh air

3413C

Crowded housing

3413C

Pastures

3413C

Property damage from
smoky air

3413C

Fields with planted crops

3413C

Property damage from factory residue

Labor "lay offs"

Electrical power lines

3413C

Labor organizations

3413C

Combines

3413C

Power plant nearby

3413C

Large water mains

3413C

Telephone lines

3413C

Poor medical facilities

3413C Airports	3413C Shipping docks
3413C Dirt roads	3413C Large banks, offices, stores
3413C Many different schools	3413C Unemployed people
3413C Apartment buildings	3413C Parking lots

3413C

Air pollution

3413C

Many highways

3413C

Problems with garbage and waste disposal

3413C

Factories

3413C

Slum areas

3413C

Many railroads nearby

3413C

Barns

3413C

Polluted water

3413C

Decay of the inner cities
in general

3413C

Loss of leadership in
the inner cities

3413C

Visual pollution

3413C

Depletion of natural resources

3413C

Use of valuable tax land for
streets, freeways, parking lots

3413C

Museums and theaters

3413C

Small stores

3413C

Traffic congestion

ANSWER KEY

Industrial Region (I) Farmland (F) Both (B)

1. Decay of the inner cities in general (I)
2. Loss of leadership in the inner cities (I)
3. Visual pollution (B)
4. Depletion of natural resources (I)
5. Use of valuable tax land for streets, freeways, parking lots (I)
6. Museums and theaters (I)
7. Small stores (B)
8. Traffic congestion (I)
9. Air pollution (I)
10. Many highways (B)
11. Problems with garbage and waste disposal (I)
12. Factories (I)
13. Slum areas (B)
14. Many railroads neaby (I)
15. Polluted water (I)
16. Barns (F)
17. Airports (I)
18. Shipping docks (I)
19. Dirt roads (B)
20. Large banks, offices, stores (I)
21. Many different schools (I)

22. Unemployed people (B)
23. Apartment buildings (I)
24. Parking lots (I)
25. Some people earn high incomes (B)
26. Labor strikes (I)
27. Clean, fresh air (F)
28. Labor "lay offs" (I)
29. Crowded housing (I)
30. Pastures (F)
31. Property damage from smoky air (I)
32. Fields with planted crops (F)
33. Property damage from factory residue (I)
34. Electrical power lines (B)
35. Labor organizations (I)
36. Combines (F)
37. Power plant nearby (I)
38. Large water mains (I)
39. Telephone lines (B)
40. Poor medical facilities (I)

Language Arts: Listening, Word recognition, Vocabulary development, Dictionary skills
Social Studies: Categorizing information

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will identify the different occupational clusters, and the jobs within those clusters.

PERFORMANCE OBJECTIVE:

Given the Classifying Careers Sheet, the student will match the names of workers with the correct cluster with 80% accuracy.

MATERIALS:

*Career Cluster Tree (3)
*Career Cluster Tree Answer Sheets (15)
*Master Cluster List
*Worker Discs (150)
*Career Classifications (3)
*Career Classifications Answer Sheets (15)
Pencil

PREPARATION:

The Career Cluster Tree Game is designed for either an entire classroom divided into groups of four or five or as individuals, each using a blank Career Cluster Tree Sheet. Each Career Cluster Tree Sheet contains ten occupations within a career cluster when the tree is filled with discs.

Reproduce as many of the blank Career Cluster Tree Sheets as needed. Each player or group of players will need a different Career Cluster Sheet.

PROCEDURE:

Distribute a blank Career Cluster Tree Sheet to each group or individual. For each worksheet, ten Worker Discs should also be distributed. The group or student is to see how many of the workers will fit his or their Career Cluster Tree. Each group or student may trade an equal number of discs. (If the game is being played in groups, a "trader" should be chosen before the game begins.) The first group or student to have all ten Worker Discs correctly placed on the Career Cluster Tree is the winner. The work can be checked against the Answer Key.

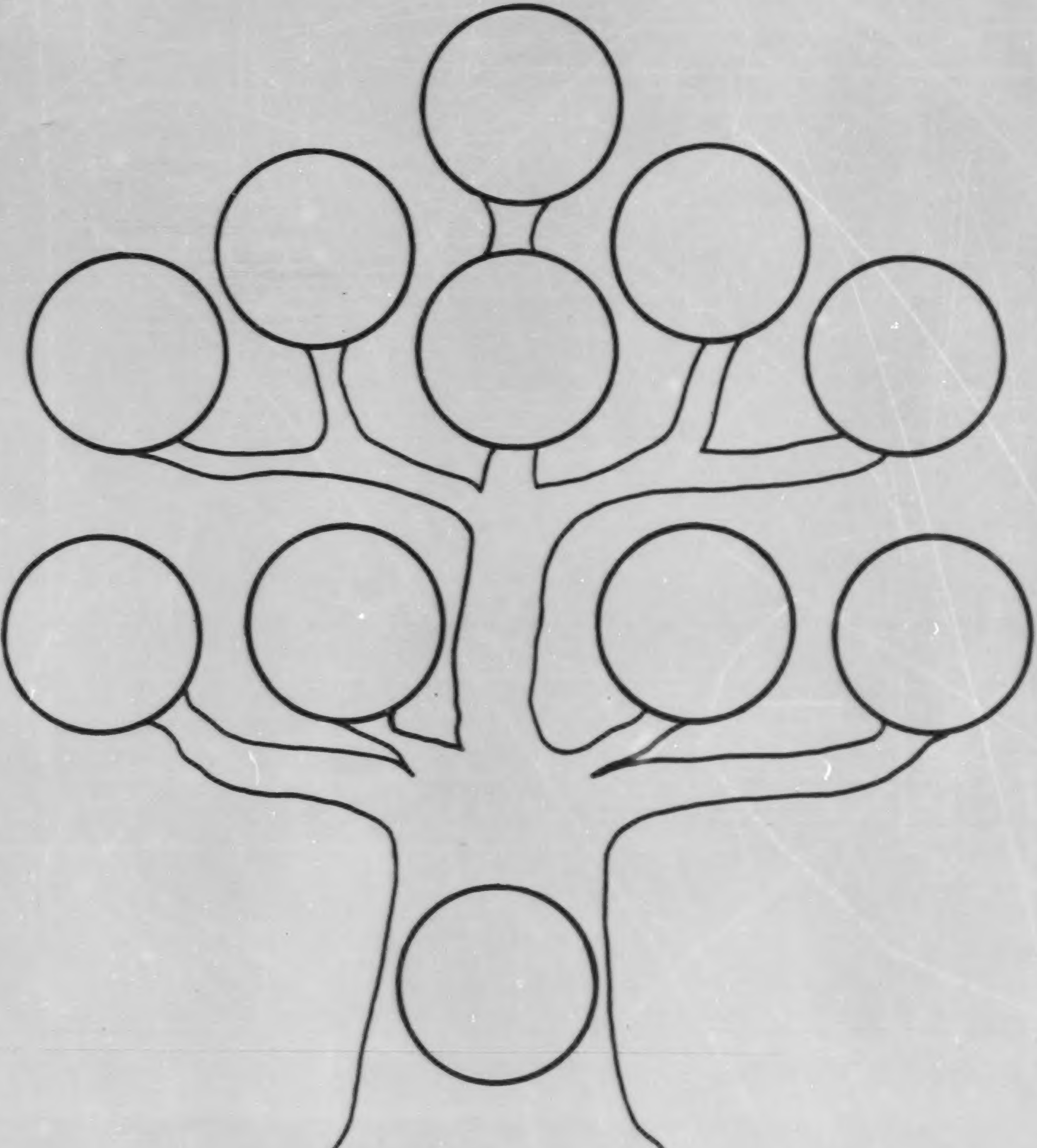
EVALUATION:

After the game is played each student should complete the Classifying Careers Sheet. Children will choose worker names, (10) from one of the three Master Career Cluster Lists, that fits the blank Career Cluster Tree Sheet that the group just placed discs on. The student must fill in the blank above the small tree to indicate which blank Career Cluster Tree he put discs on. Example: 1A, 1B, 1C, 1D, 1E; 2A, 2B, 2C, etc. These numbers are on yellow discs.

Children then continue to fill in the numbers only, for example, of group 1A. These would be: 5 (life guard), 6 (librarian), 16 (prison warden), etc.

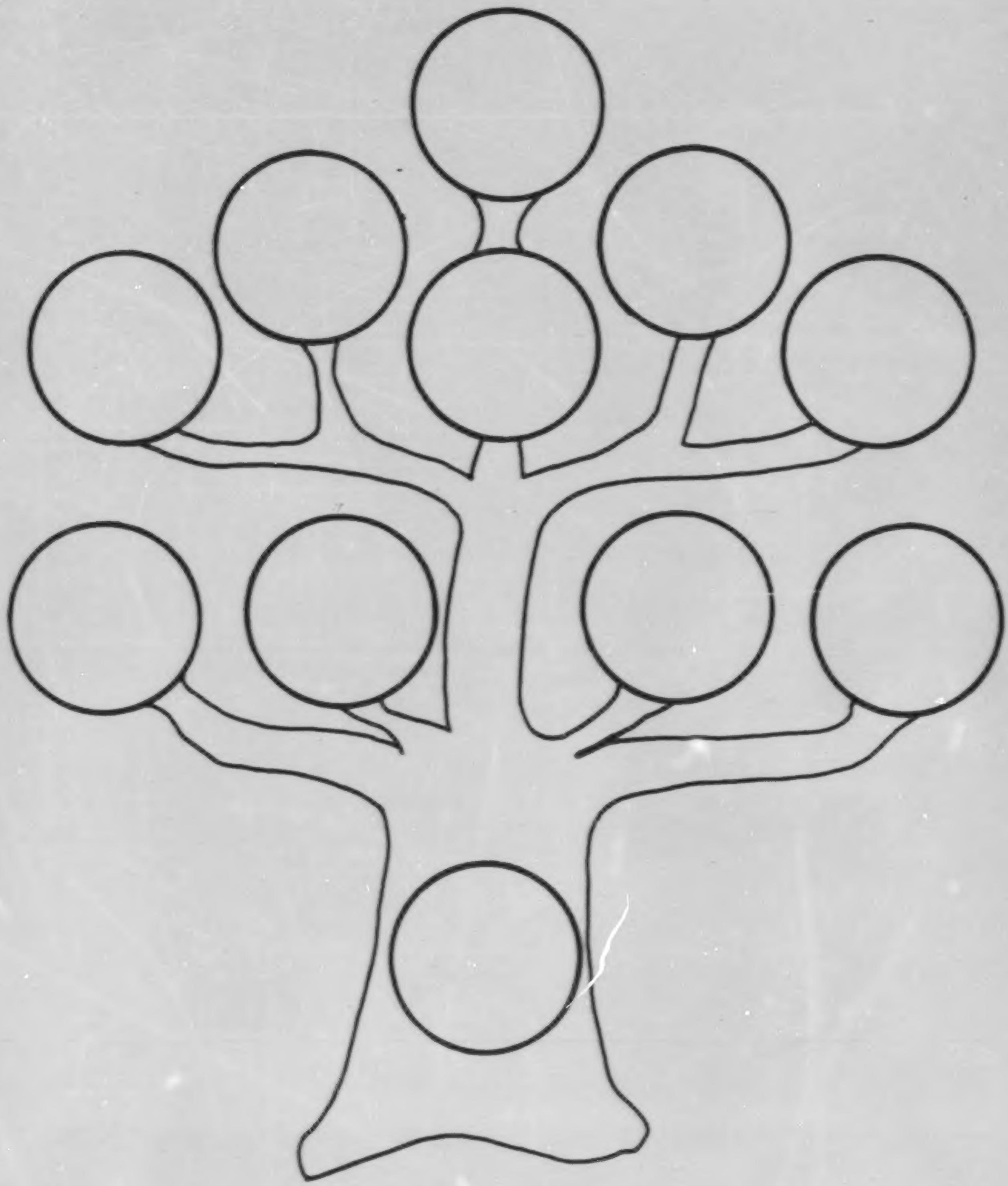
GROUP NO. 1__

CAREER CLUSTER TREE



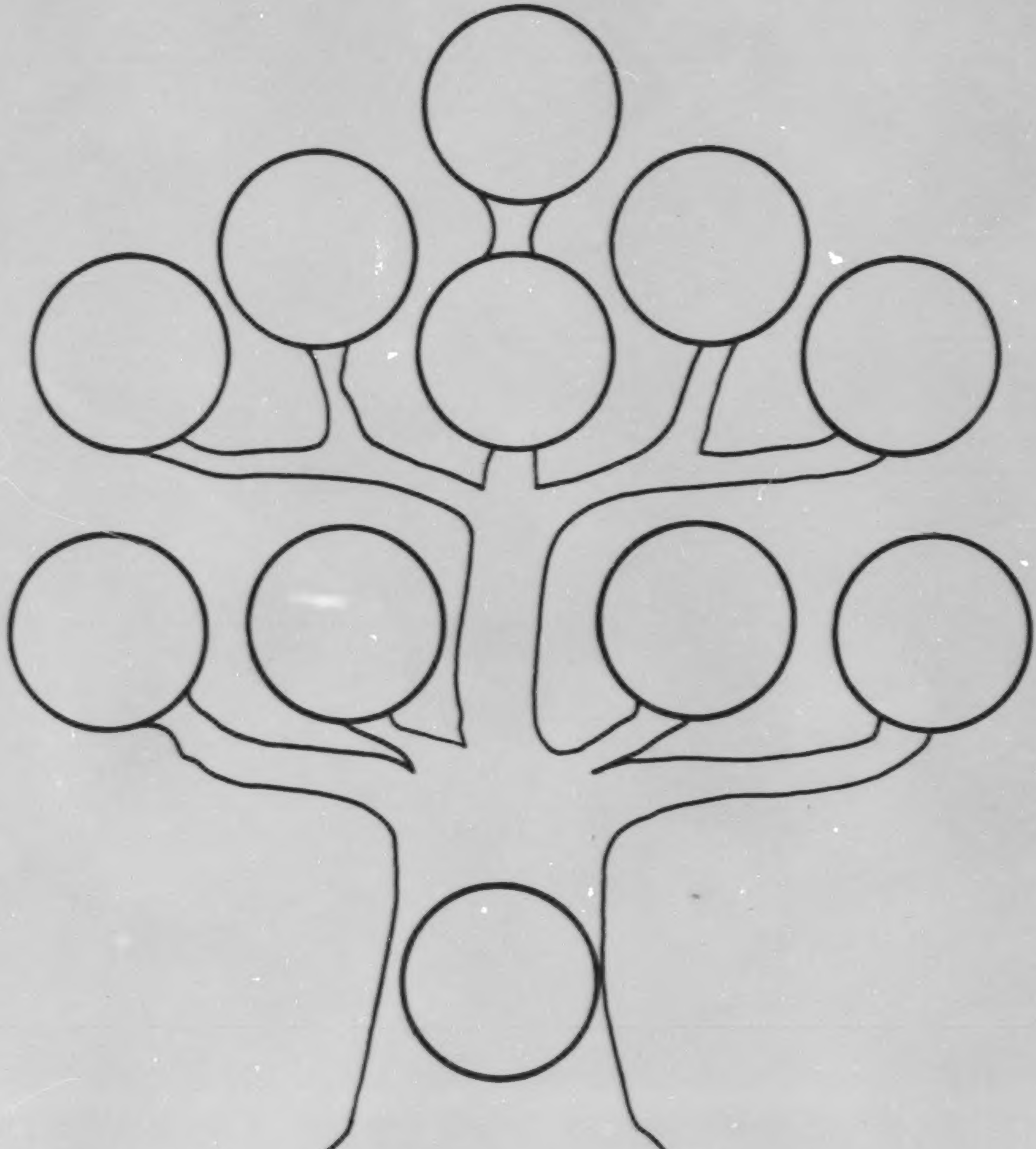
GROUP NO. 2 ___

CAREER CLUSTER TREE



GROUP NO. 3___

CAREER CLUSTER TREE

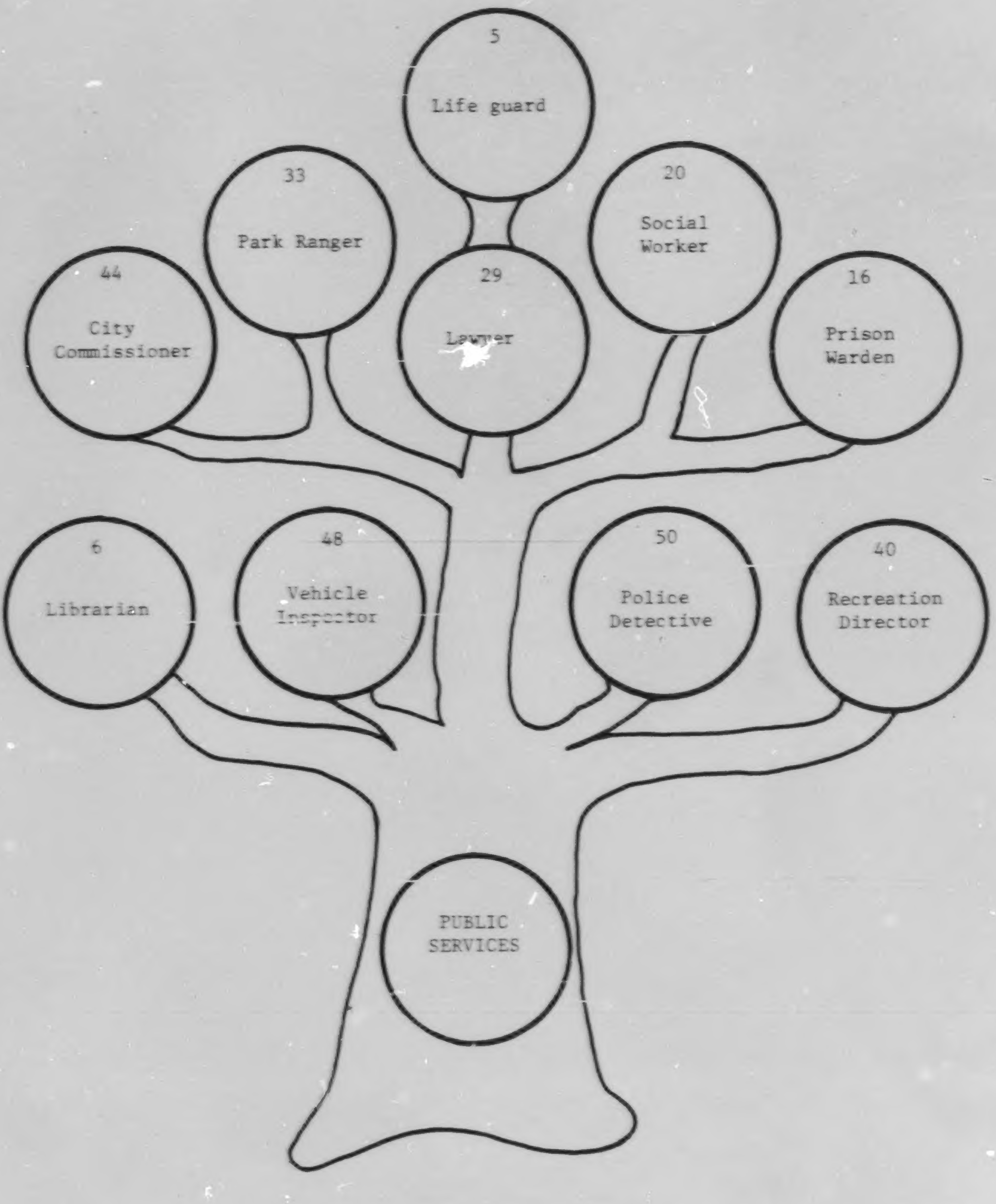


3414A

ANSWERS

GROUP NO. 1A

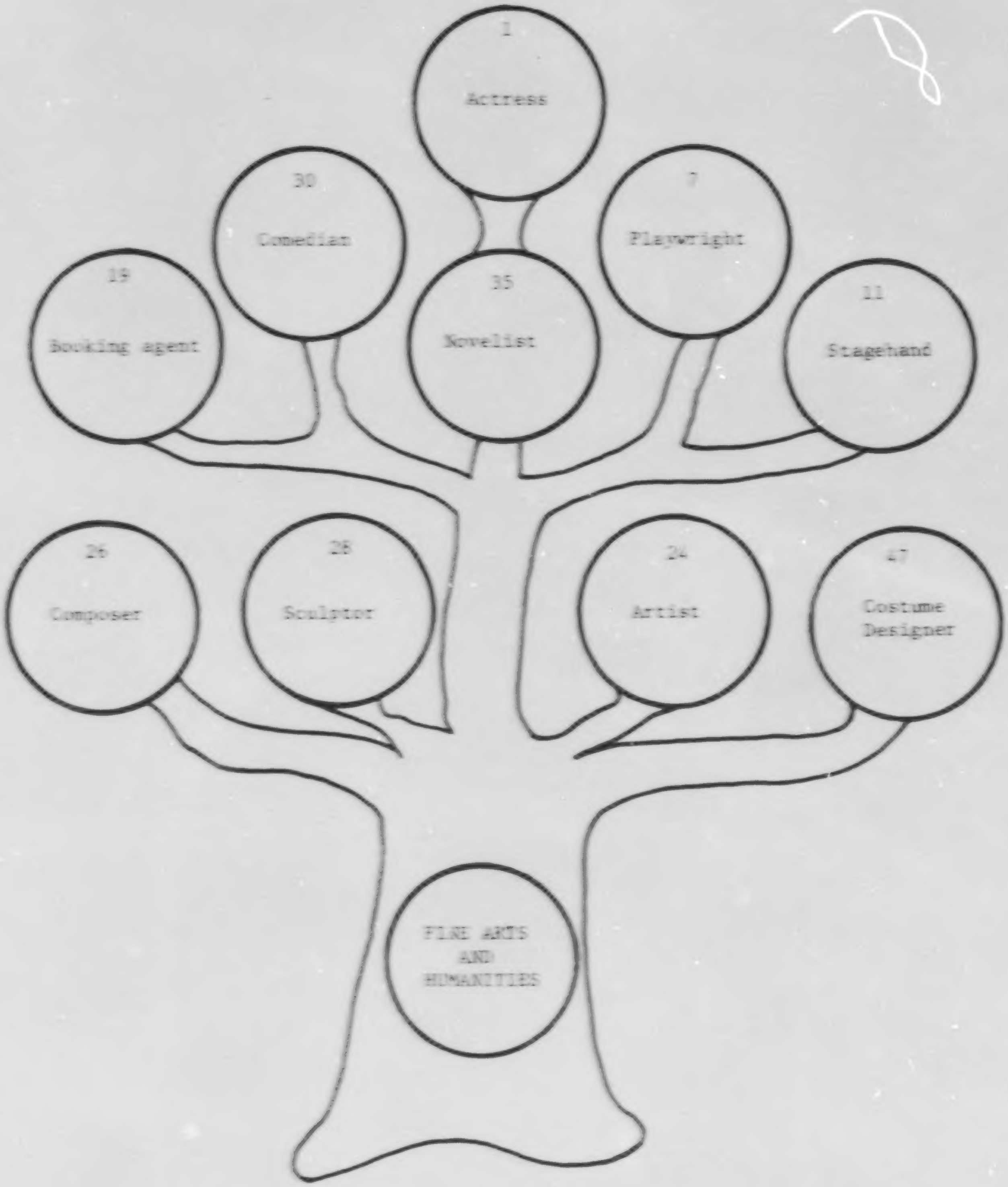
CAREER CLUSTER TREE


5
Life guard
33
Park Ranger
20
Social Worker
44
City Commissioner
29
Lawyer
16
Prison Warden
6
Librarian
48
Vehicle Inspector
50
Police Detective
40
Recreation Director
PUBLIC SERVICES

ANSWERS

GROUP NO. 13

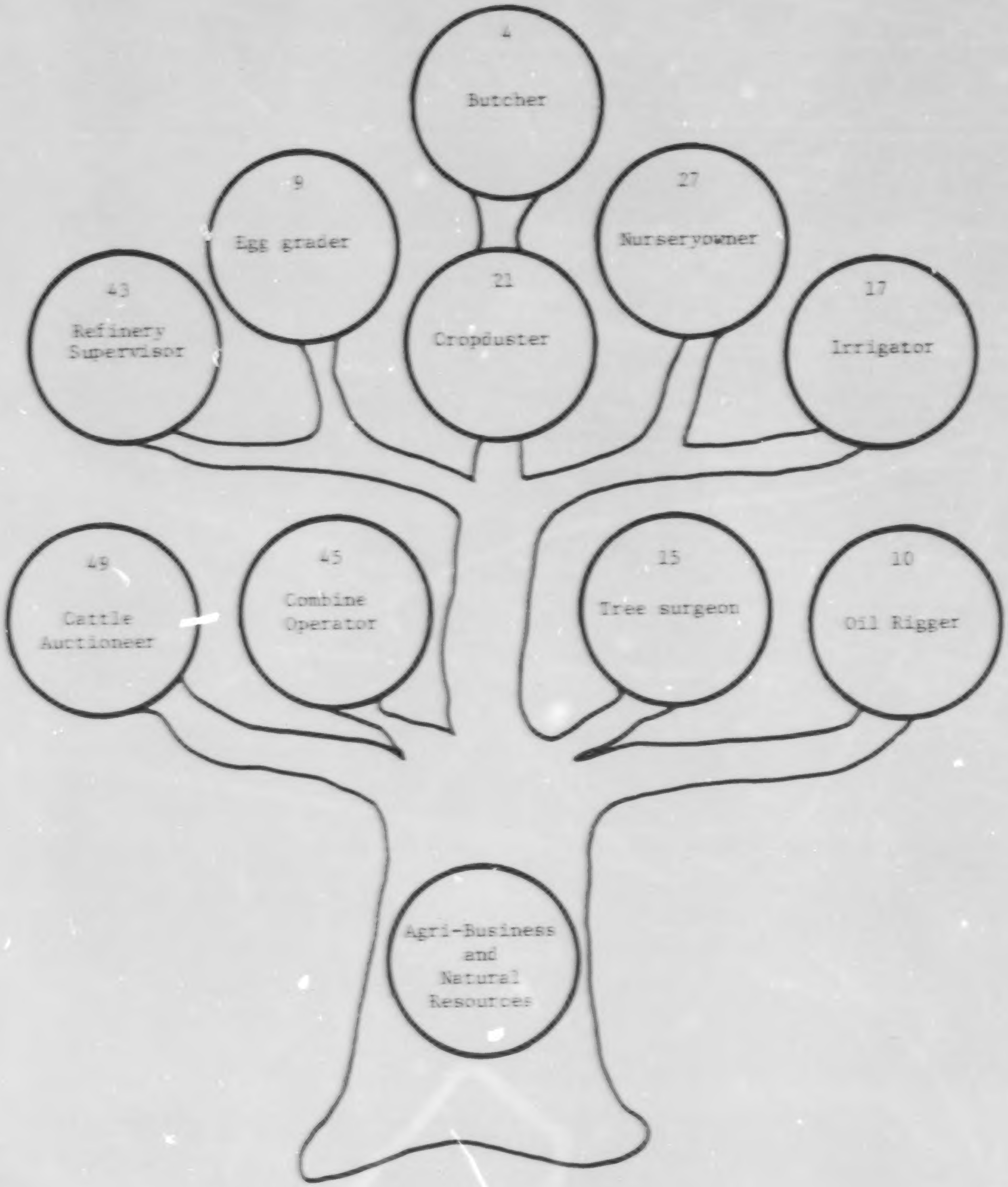
CAREER CLUSTER TREE


1
Actress
30
Comedian
7
Playwright
19
Booking agent
35
Novelist
11
Stagehand
26
Composer
28
Sculptor
24
Artist
47
Costume Designer
FINE ARTS AND HUMANITIES

ANSWERS

GROUP NO. 1C

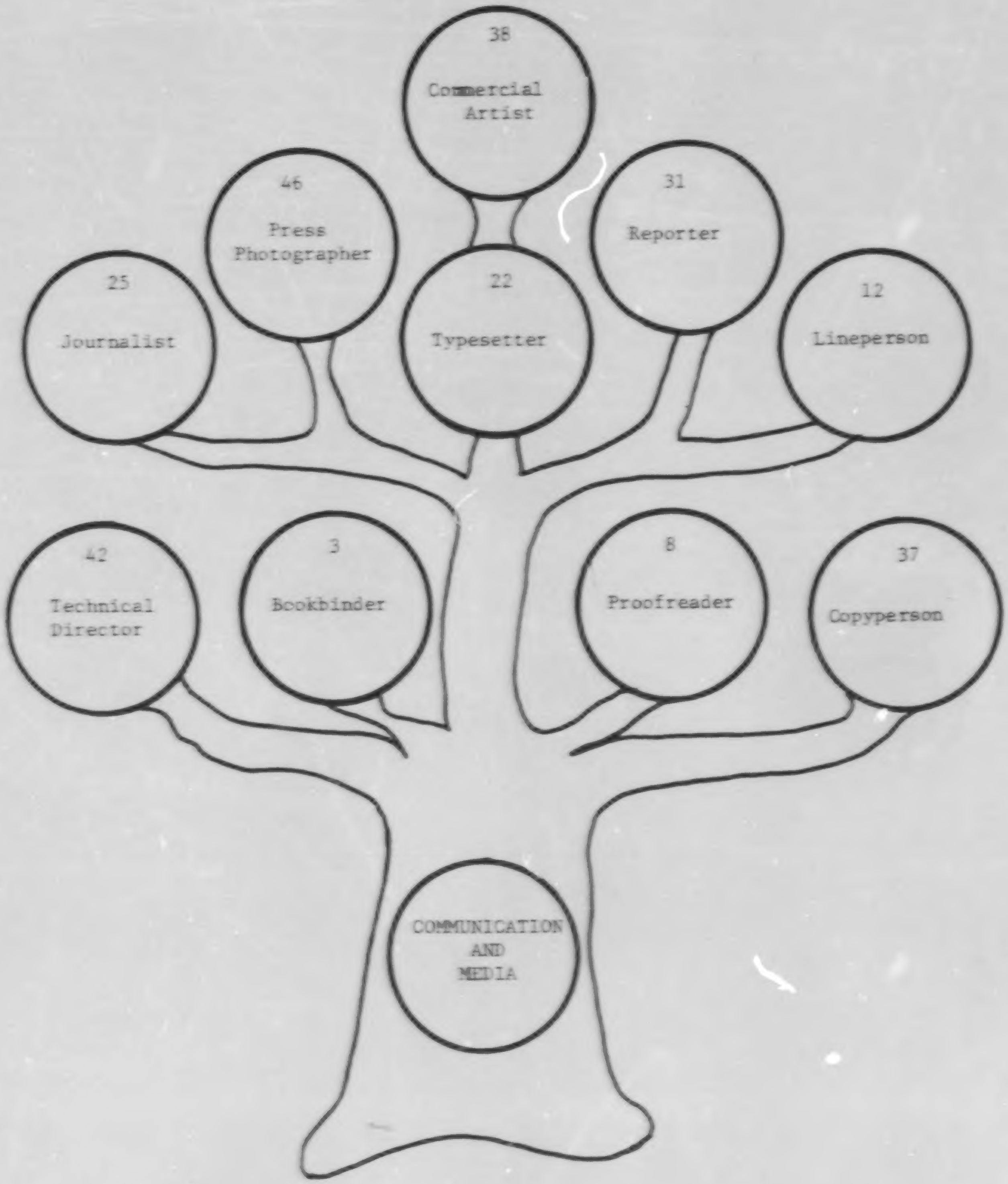
CAREER CLUSTER TREE


4
Butcher
9
Egg grader
27
Nurseryowner
43
Refinery Supervisor
21
Cropduster
17
Irrigator
49
Cattle Auctioneer
45
Combine Operator
15
Tree surgeon
10
Oil Rigger
Agri-Business and Natural Resources

ANSWERS

GROUP NO. 1D

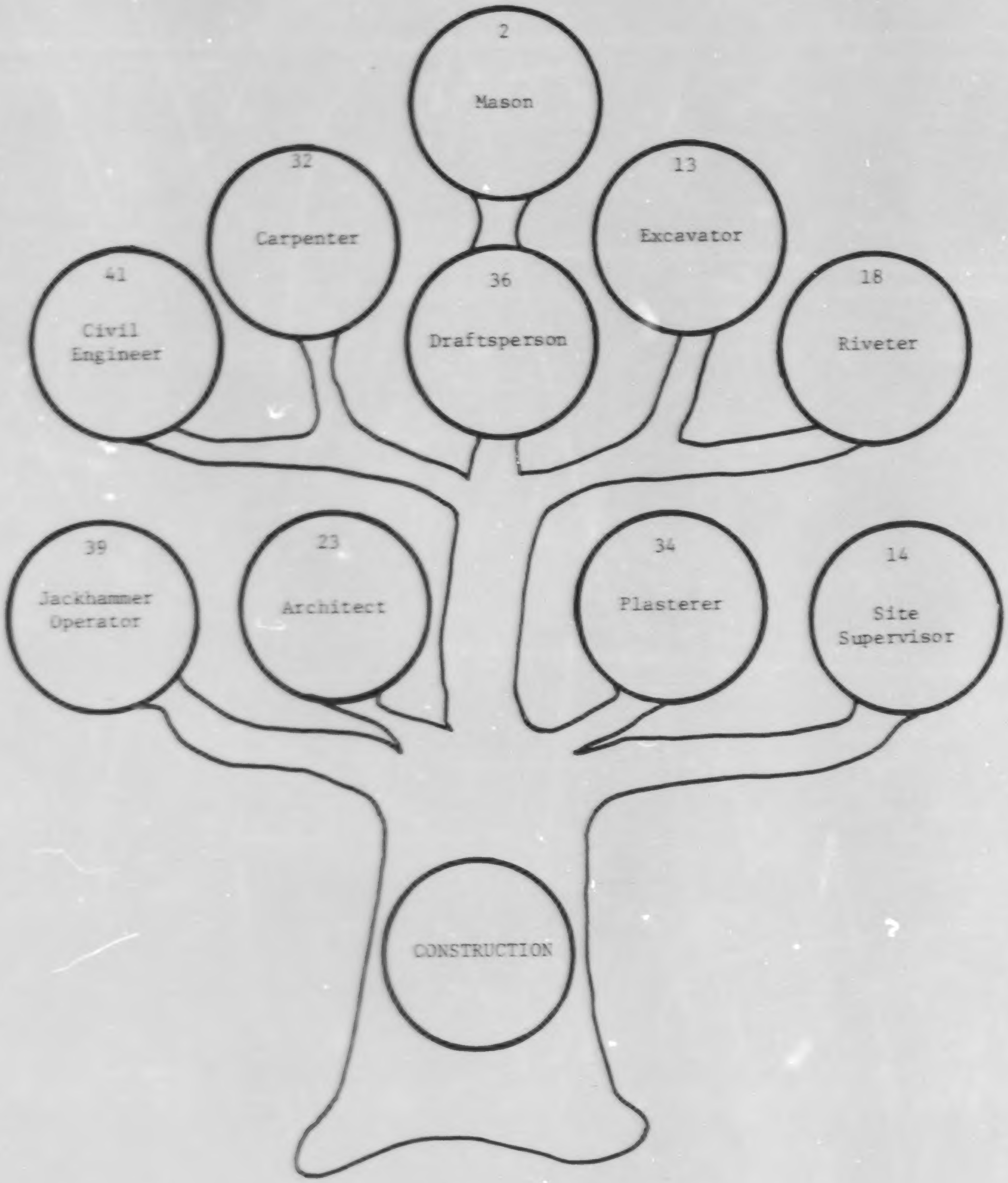
CAREER CLUSTER TREE


38
Commercial Artist
46
Press Photographer
31
Reporter
25
Journalist
22
Typesetter
12
Lineperson
42
Technical Director
3
Bookbinder
8
Proofreader
37
Copyperson
COMMUNICATION AND MEDIA

ANSWERS

GROUP NO. 1E

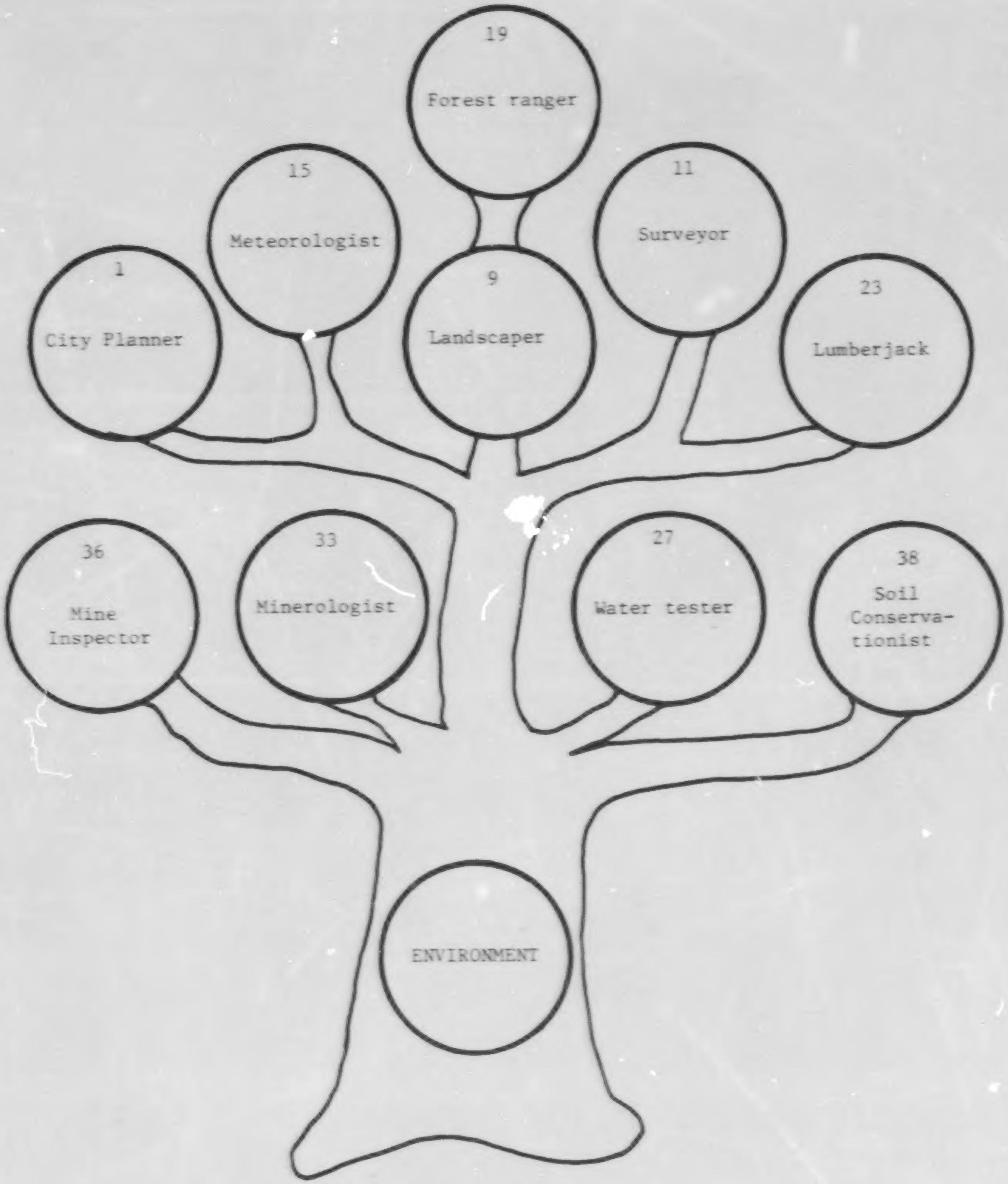
CAREER CLUSTER TREE


2
Mason
32
Carpenter
13
Excavator
41
Civil Engineer
36
Draftsperson
18
Riveter
39
Jackhammer Operator
23
Architect
34
Plasterer
14
Site Supervisor
CONSTRUCTION

ANSWERS

GROUP NO. 2A

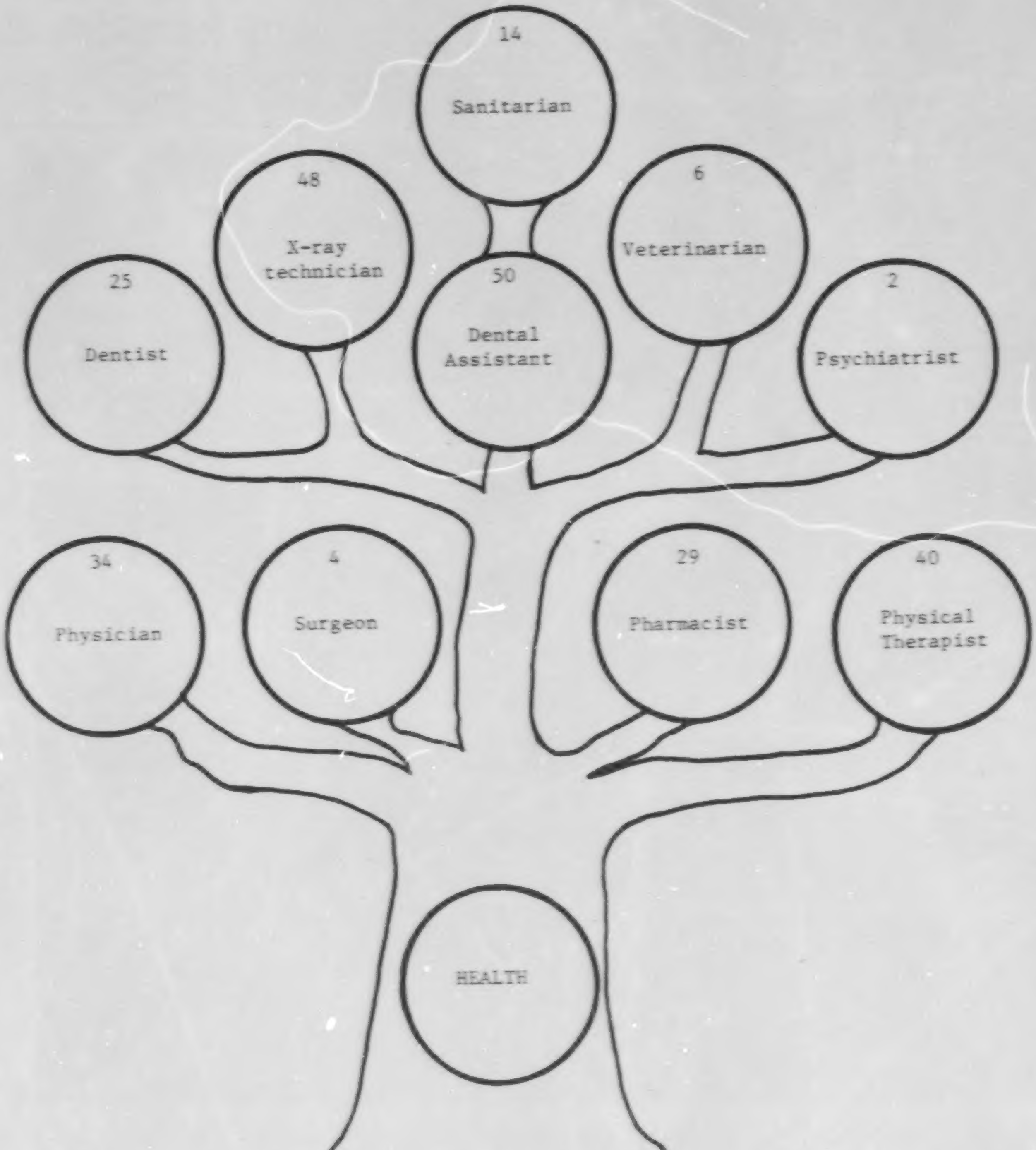
CAREER CLUSTER TREE


19
Forest ranger
15
Meteorologist
11
Surveyor
1
City Planner
9
Landscaper
23
Lumberjack
36
Mine Inspector
33
Minerologist
27
Water tester
38
Soil Conservationist
ENVIRONMENT

ANSWERS

GROUP NO. 2B

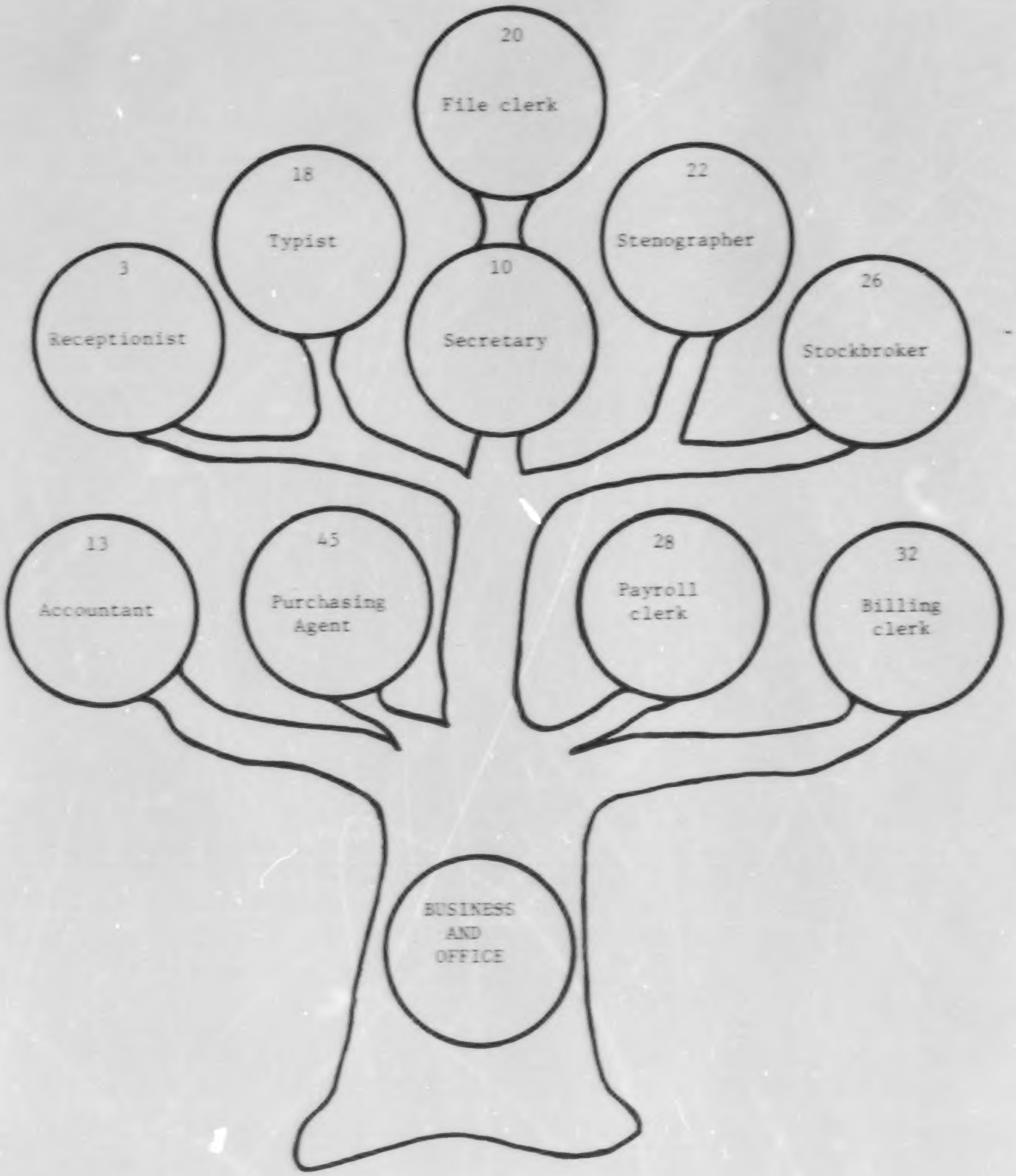
CAREER CLUSTER TREE


14
Sanitarian
48
X-ray technician
6
Veterinarian
25
Dentist
50
Dental Assistant
2
Psychiatrist
34
Physician
4
Surgeon
29
Pharmacist
40
Physical Therapist
HEALTH

ANSWERS

GROUP NO. 2C

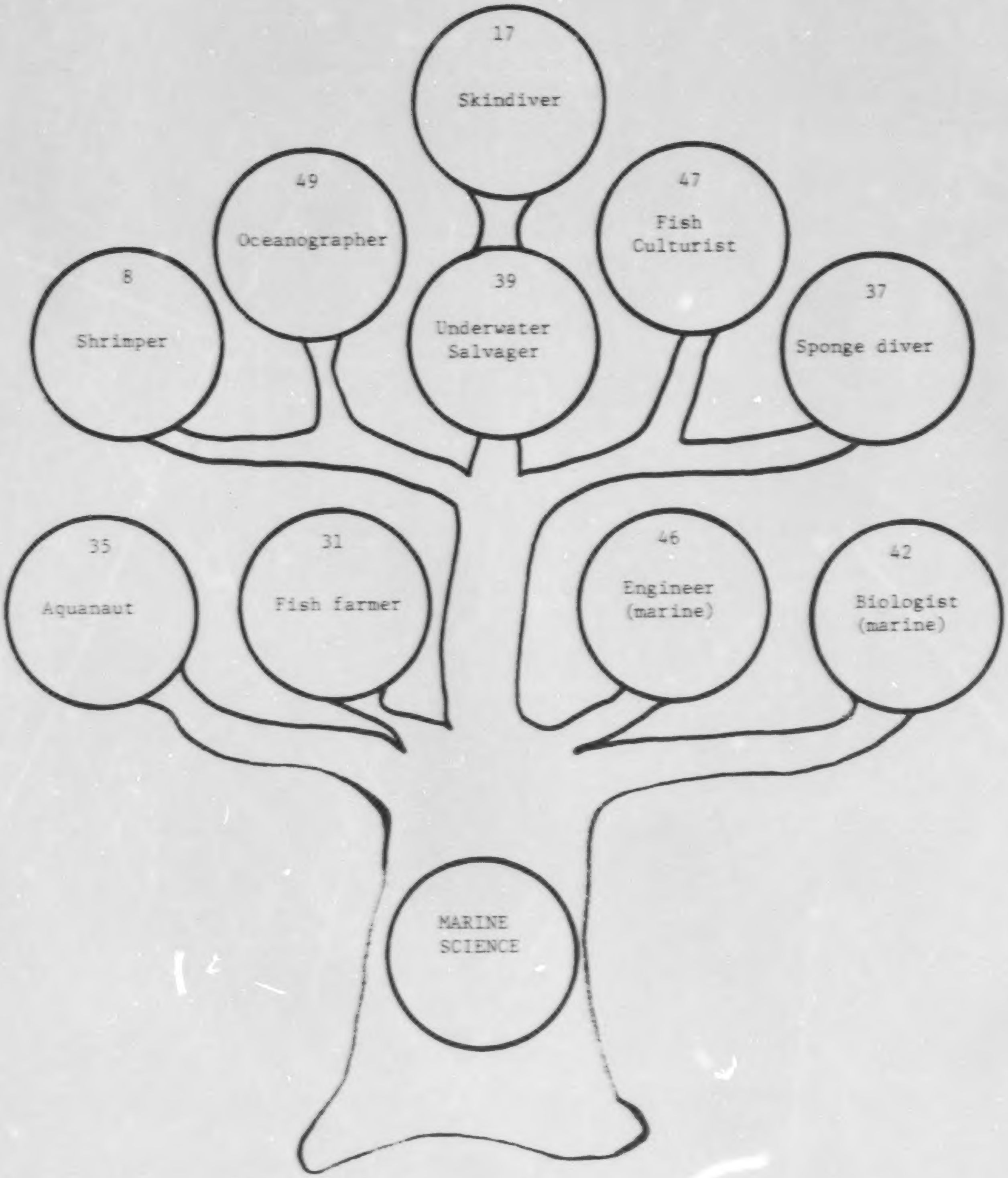
CAREER CLUSTER TREE


20
File clerk
18
Typist
22
Stenographer
3
Receptionist
10
Secretary
26
Stockbroker
13
Accountant
45
Purchasing Agent
28
Payroll clerk
32
Billing clerk
BUSINESS AND OFFICE

ANSWERS

GROUP NO. 2D

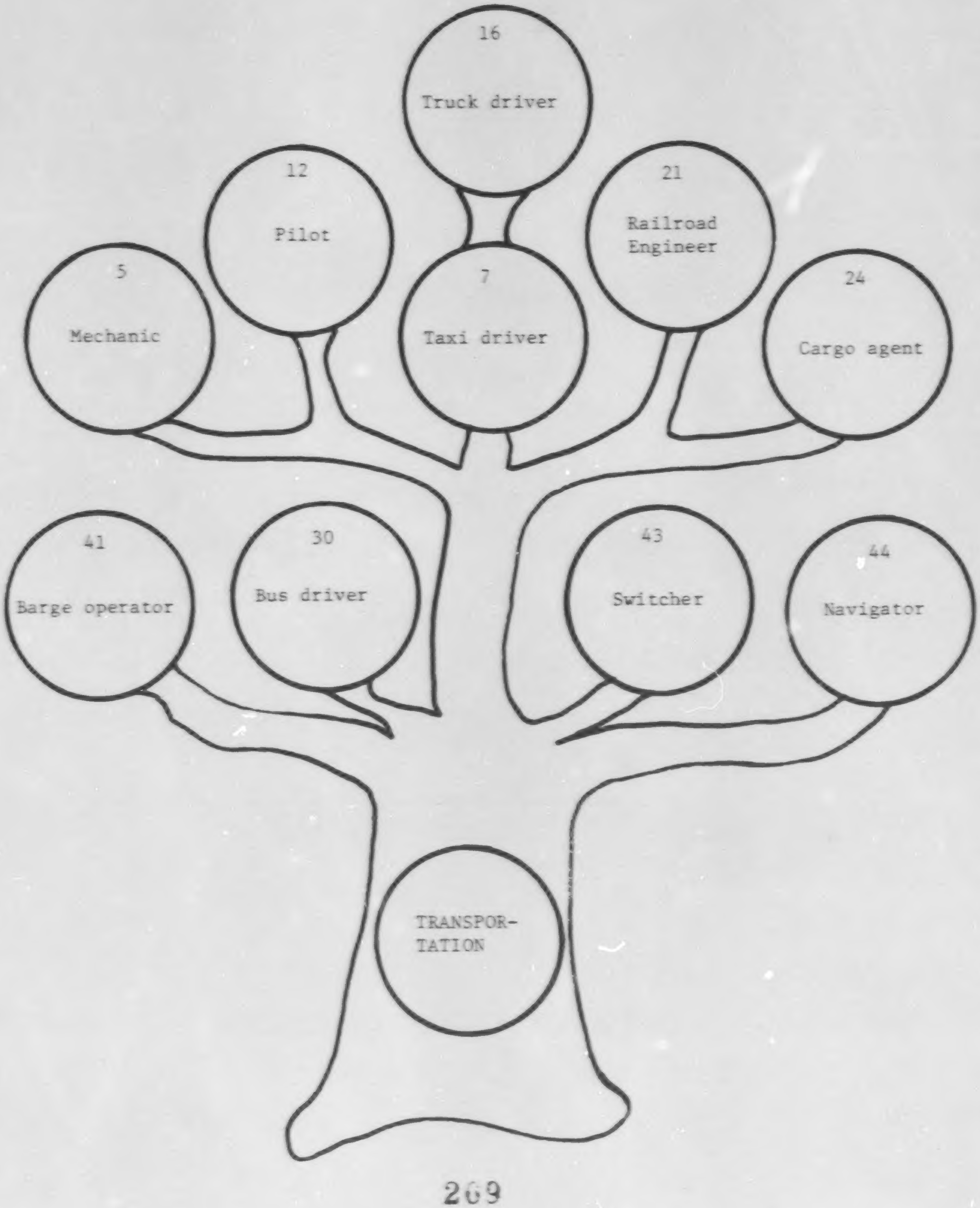
CAREER CLUSTER TREE


17
Skindiver
49
Oceanographer
47
Fish
Culturist
8
Shrimper
39
Underwater
Salvager
37
Sponge diver
35
Aquanaut
31
Fish farmer
46
Engineer
(marine)
42
Biologist
(marine)
MARINE
SCIENCE

ANSWERS

GROUP NO. 2E

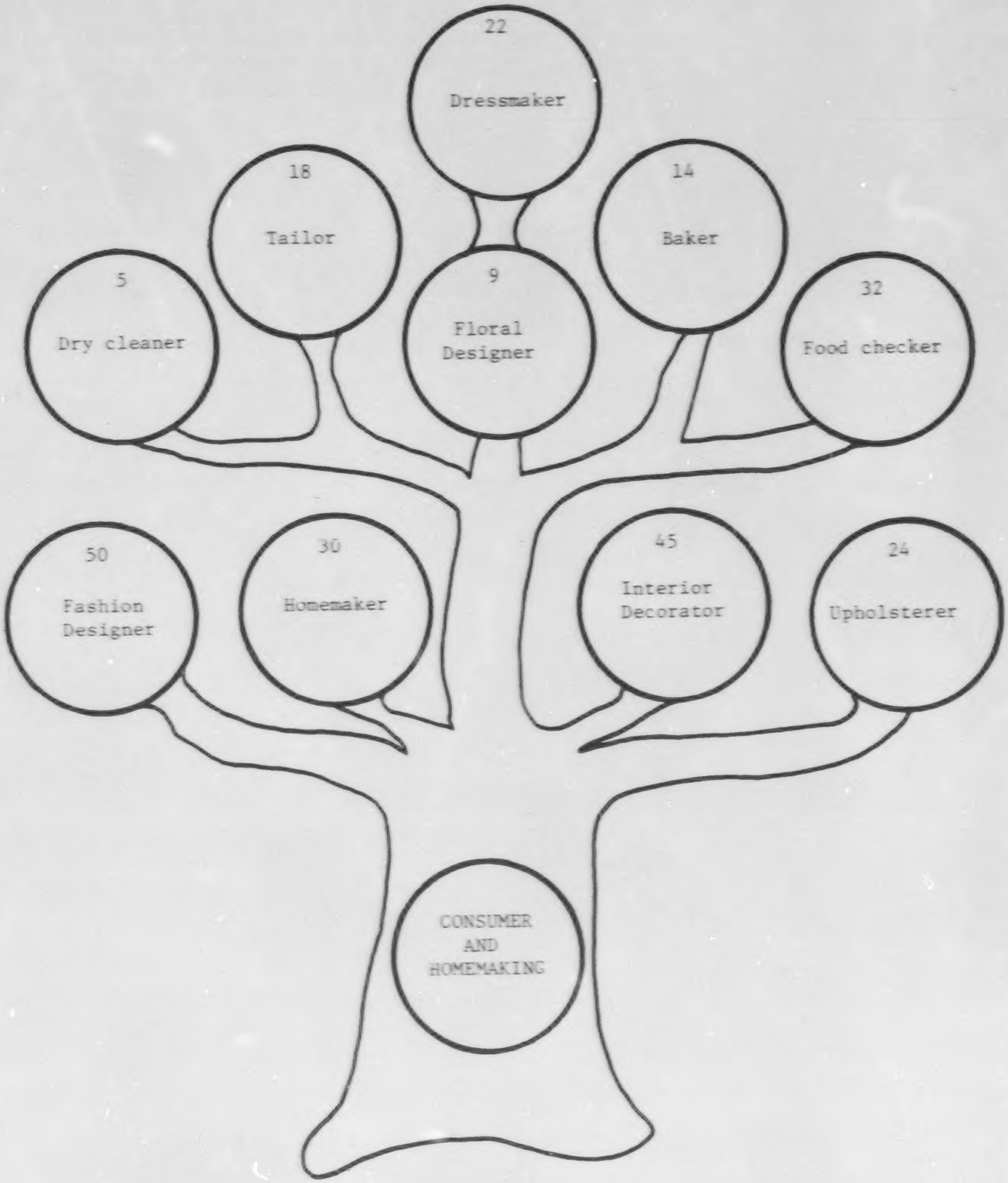
CAREER CLUSTER TREE


16
Truck driver
12
Pilot
21
Railroad Engineer
5
Mechanic
7
Taxi driver
24
Cargo agent
41
Barge operator
30
Bus driver
43
Switcher
44
Navigator
TRANSPORTATION

ANSWERS

GROUP NO. 3A

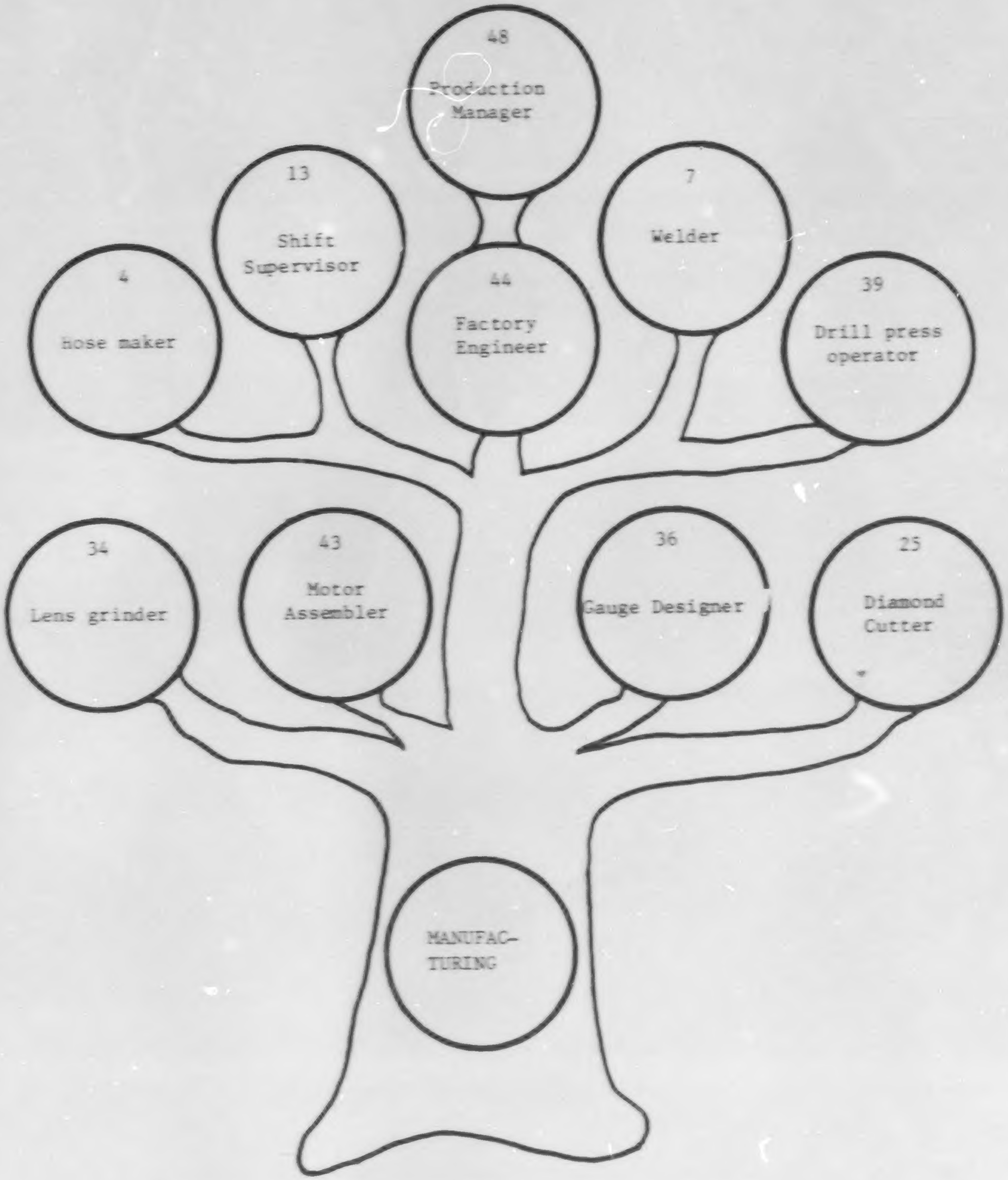
CAREER CLUSTER TREE


22
Dressmaker
18
Tailor
14
Baker
5
Dry cleaner
9
Floral Designer
32
Food checker
50
Fashion Designer
30
Homemaker
45
Interior Decorator
24
Upholsterer
CONSUMER AND HOMEMAKING

ANSWERS

GROUP NO. 3B

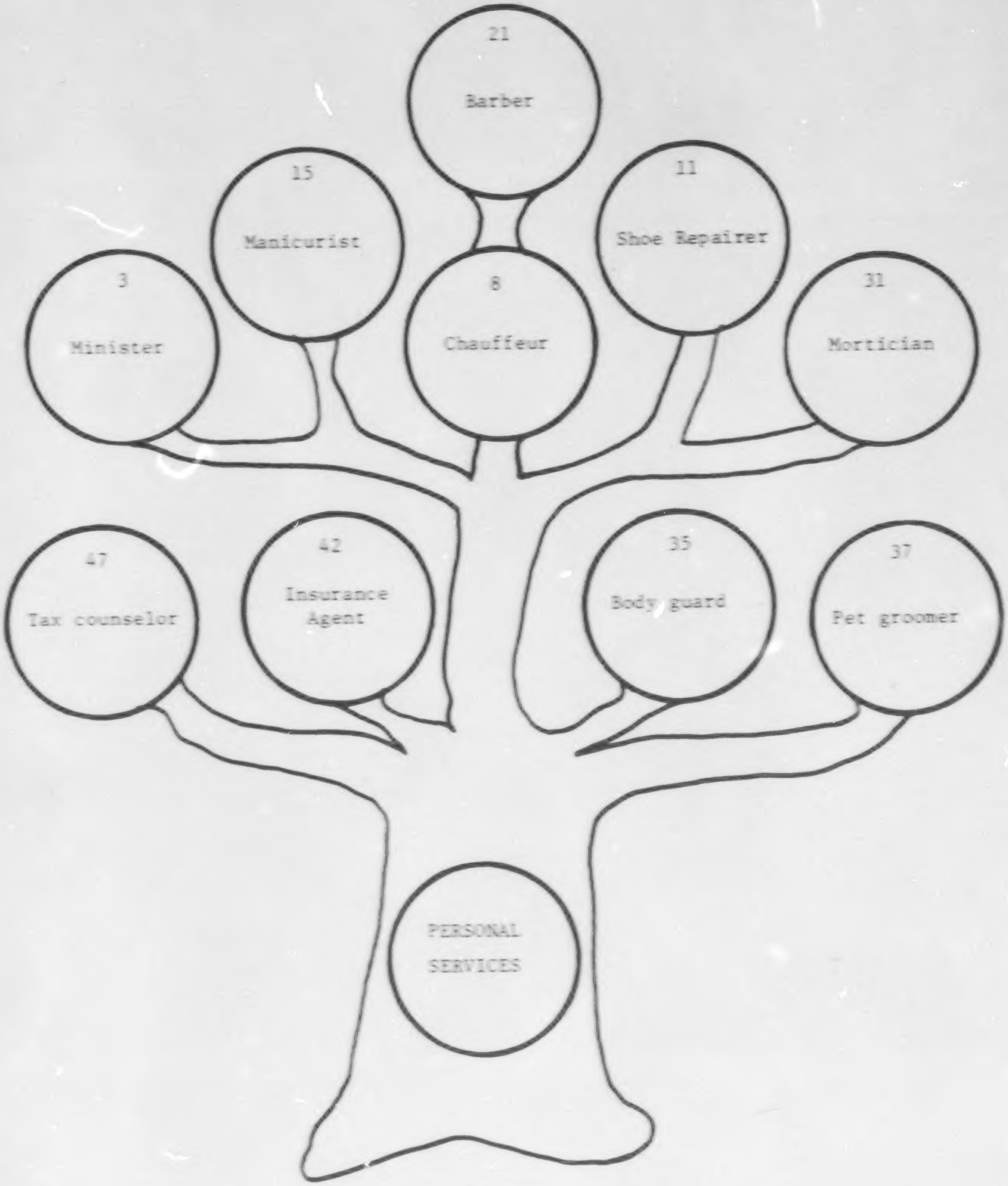
CAREER CLUSTER TREE


48
Production Manager
13
Shift Supervisor
7
Welder
4
Hose maker
44
Factory Engineer
39
Drill press operator
34
Lens grinder
43
Motor Assembler
36
Gauge Designer
25
Diamond Cutter
MANUFAC-
TURING

ANSWERS

GROUP NO. 3C

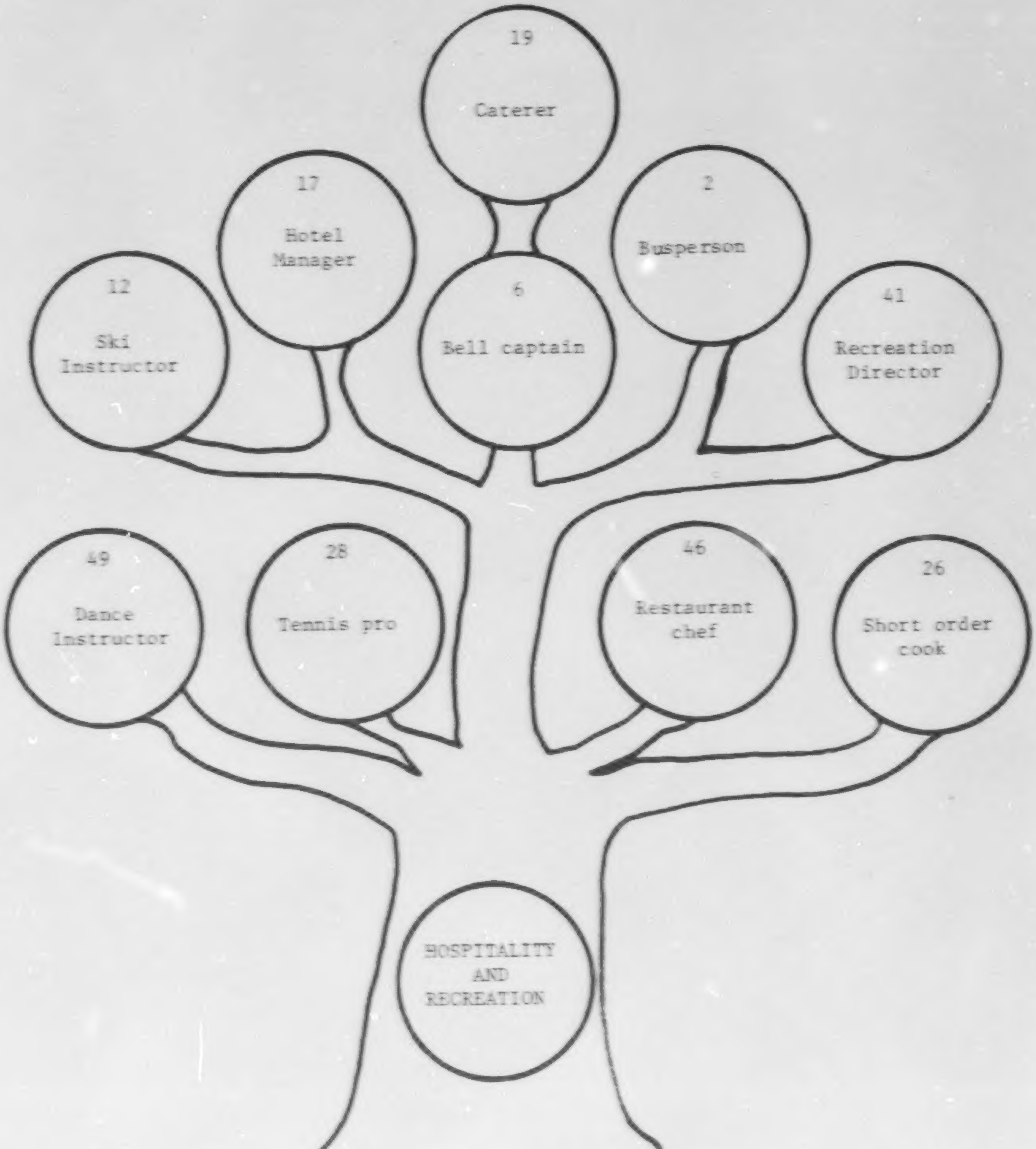
CAREER CLUSTER TREE


21
Barber
15
Manicurist
11
Shoe Repairer
3
Minister
8
Chauffeur
31
Mortician
47
Tax counselor
42
Insurance Agent
35
Body guard
37
Pet groomer
PERSONAL SERVICES

ANSWERS

GROUP NO. 3D

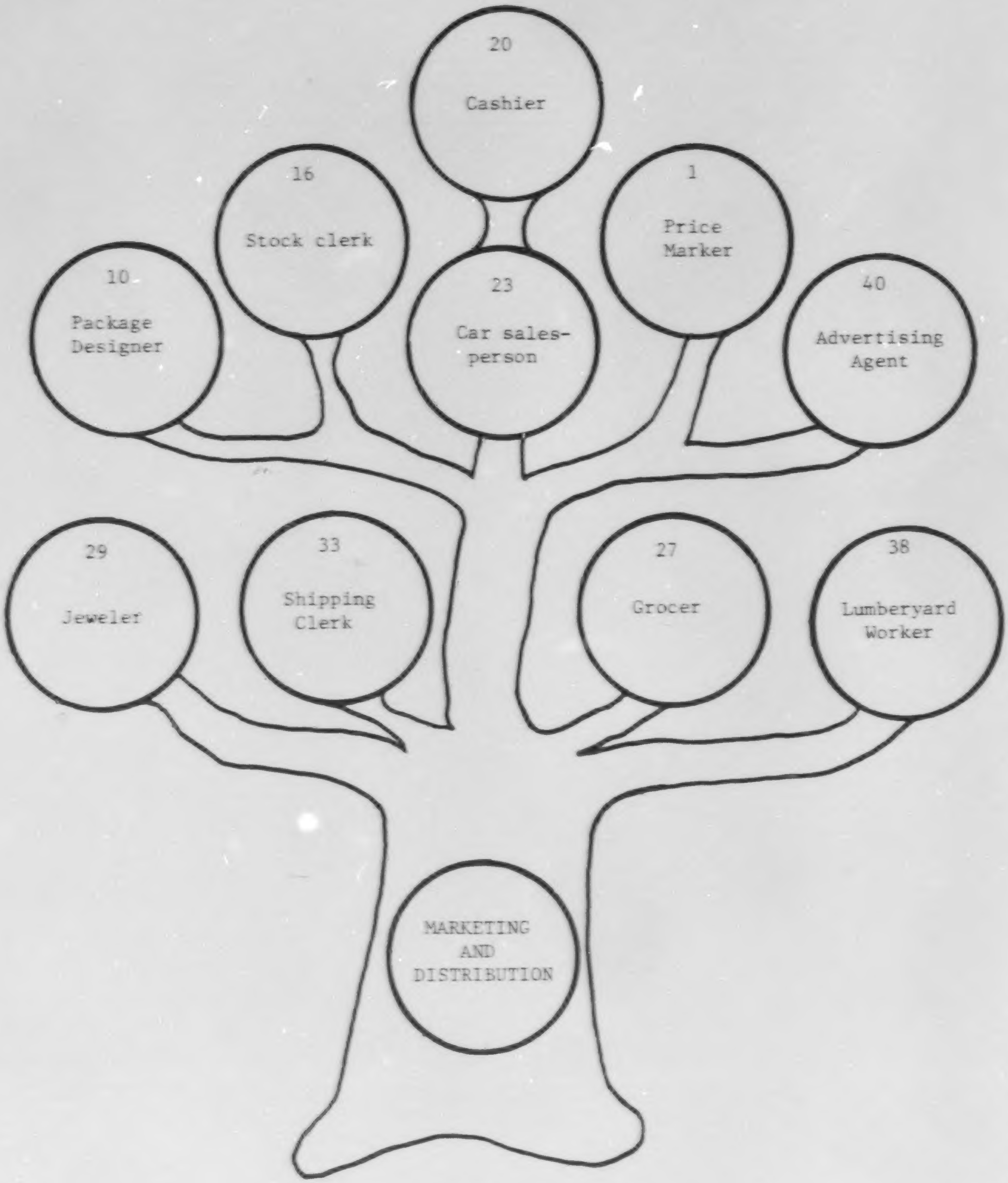
CAREER CLUSTER TREE


19
Caterer
17
Hotel Manager
2
Busperson
12
Ski Instructor
6
Bell captain
41
Recreation Director
49
Dance Instructor
28
Tennis pro
46
Restaurant chef
26
Short order cook
HOSPITALITY AND RECREATION

ANSWERS

GROUP NO. 3E

CAREER CLUSTER TREE


20
Cashier
16
Stock clerk
1
Price Marker
10
Package Designer
23
Car sales-person
40
Advertising Agent
29
Jeweler
33
Shipping Clerk
27
Grocer
38
Lumberyard Worker
MARKETING AND DISTRIBUTION

3414A

MASTER LIST

PUBLIC SERVICES 1A	FINE ARTS AND HUMANITIES 1B	AGRI-BUSINESS AND NATURAL RESOURCES 1C
COMMUNICATION AND MEDIA 1D	CONSTRUCTION 1E	ENVIRONMENT 2A
HEALTH 2B	BUSINESS AND OFFICE 2C	MARINE SCIENCE 2D
TRANSPORTATION 2E	CONSUMER AND HOMEMAKING 3A	MANUFACTURING 3B
PERSONAL SERVICES 3C	HOSPITALITY AND RECREATION 3D	MARKETING AND DISTRIBUTION 3E

WORKER DISCS

ENVIRONMENT
3414A

33
Minerologist
3414A

19
Forest ranger
3414A

36
Mine
Inspector
3414A

38
Soil
Conserva-
tionist
3414A

1
City Planner
3414A

27
Water tester
3414A

15
Meteorologist
3414A

23
Lumberjack
3414A

8
Landscaper
3414A

12
Surveyor
3414A

WORKER DISCS

TRANSPORTATION
3414A

5
Mechanic
3414A

43
Switcher
3414A

41
Barge operator
3414A

44
Navigator
3414A

21
Railroad Engineer
3414A

7
Taxi driver
3414A

12
Pilot
3414A

30
Bus driver
3414A

24
Cargo agent
3414A

16
Truck driver
3414A

MARINE SCIENCE
3414A

39
Underwater Salvager
3414A

46
Engineer (marine)
3414A

37
Sponge diver
3414A

31
Fish farmer
3414A

17
Skindiver
3414A

42
Biologist (marine)
3414A

47
Fish Culturist
3414A

35
Aquanaut
3414A

8
Shrimper
3414A

49
Oceanographer
3414A

WORKER DISCS

HEALTH
3414A

2
Psychiatrist
3414A

4
Surgeon
3414A

6
Veterinarian
3414A

29
Pharmacist
3414A

14
Sanitarian
3414A

34
Physician
3414A

40
Physical Therapist
3414A

50
Dental Assistant
3414A

25
Dentist
3414A

48
X-ray technician
3414A

BUSINESS AND OFFICE
3414A

45
Purchasing Agent
3414A

32
Billing clerk
3414A

3
Receptionist
3414A

22
Stenographer
3414A

13
Accountant
3414A

26
Stockbroker
3414A

10
Secretary
3414A

20
File clerk
3414A

18
Typist
3414A

28
Payroll clerk
3414A

WORKER DISCS

PUBLIC
SERVICES
3414A

40
Recreation
Director
3414A

50
Police
Detective
3414A

48
Vehicle
Inspector
3414A

33
Park Ranger
3414A

29
Lawyer
3414A

6
Librarian
3414A

44
City
Commissioner
3414A

20
Social
Worker
3414A

16
Prison
Warden
3414A

5
Life guard
3414A

WORKER DISCS

CONSTRUCTION
3414A

18
Riveter
3414A

2
Mason
3414A

36
Draftperson
3414A

23
Architect
3414A

14
Site
Supervisor
3414A

13
Excavator
3414A

32
Carpenter
3414A

41
Civil
Engineer
3414A

34
Plasterer
3414A

39
Jackhammer
Operator
3414A

COMMUNICATION
AND
MEDIA
3414A

22
Typesetter
3414A

3
Bookbinder
3414A

12
Lineperson
3414A

46
Press
Photographer
3414A

37
Copyperson
3414A

42
Technical
Director
3414A

31
Reporter
3414A

38
Commercial
Artist
3414A

8
Proofreader
3414A

25
Journalist
3414A

WORKER DISCS

Agri-Business
and
Natural
Resources
3414A

49
Cattle
Auctioneer
3414A

45
Combine
Operator
3414A

9
Egg grader
3414A

43
Refinery
Supervisor
3414A

15
Tree surgeon
3414A

21
Cropduster
3414A

10
Oil Rigger
3414A

4
Butcher
3414A

27
Nurseryowner
3414A

17
Irrigator
3414A

FINE ARTS
AND
HUMANITIES
3414A

26
Composer
3414A

19
Booking agent
3414A

7
Playwright
3414A

30
Comedian
3414A

11
Stage hand
3414A

1
Actress
3414A

47
Costume
Designer
3414A

35
Novelist
3414A

2[illegible]
Artist
3414A

28
Sculptor
3414A

WORKER DISCS

MARKETING
AND
DISTRIBUTION
3414A

27
Grocer
3414A

38
Lumberyard
Worker
3414A

33
Shipping
Clerk
3414A

29
Jeweler
3414A

10
Package
Designer
3414A

16
Stock clerk
3414A

40
Advertising
Agent
3414A

1
Price
Marker
3414A

23
Car sales
person
3414A

20
Cashier
3414A

HOSPITALITY
AND
RECREATION
3414A

26
Short order
cook
3414A

46
Restaurant
chef
3414A

41
Recreation
Director
3414A

2
Bus boy/girl
3414A

19
Caterer
3414A

6
Bell captain
3414A

28
Tennis pro
3414A

17
Hotel Manager
3414A

49
Dance
Instructor
3414A

12
Ski
Instructor
3414A

WORKER DISCS

CONSUMER
AND
HOMEMAKING
3414A

45
Interior Decorator
3414A

32
Food checker
3414A

24
Upholsterer
3414A

9
Floral Designer
3414A

14
Baker
3414A

30
Homemaker
3414A

22
Dressmaker
3414A

5
Dry cleaner
3414A

50
Fashion Designer
3414A

18
Tailor
3414A

WORKER DISCS

PERSONAL
SERVICES
3414A

37
Pet groomer
3414A

35
Body guard
3414A

42
Insurance
Agent
3414A

31
Mortician
3414A

11
Shoe repair
3414A

8
Chauffeur
3414A

15
Manicurist
3414A

21
Barber
3414A

47
Tax counselor
3414A

3
Minister
3414A

MANUFACT-
URING
3414A

48
Production
Manager
3414A

39
Drill press
operator
3414A

13
Shift
Supervisor
3414A

44
Factory
Engineer
3414A

36
Gage designer
3414A

7
Welder
3414A

25
Diamond
Cutter
3414A

4
Hose maker
3414A

34
Lens grinder
3414A

43
Motor
Assembler
3414A

GROUP NO. 1

CAREER CLASSIFICATIONS

1 Actress
2 Mason
3 Bookbinder
4 Butcher
5 Life Guard
6 Librarian
7 Playwright
8 Proofreader
9 Egg Grader
10 Oil Rigger
11 Stagehand
12 Lineperson
13 Excavator
14 Site Supervisor
15 Tree Surgeon
16 Prison Warden
17 Irrigator
18 Riveter
19 Booking Agent
20 Social Worker
21 Crop-duster
22 Typesetter
23 Architect
24 Artist
25 Journalist
26 Composer
27 Nurseryowner
28 Sculptor
29 Lawyer
30 Comedian
31 Reporter
32 Carpenter
33 Park Ranger
34 Plasterer
35 Novelist
36 Draftsperson
37 Copyperson
38 Commercial Artist
39 Jackhammer Operator
40 Recreation Director
41 Civil Engineer
42 Technical Director
43 Refinery Supervisor
44 City Commissioner
45 Combine Operator
46 Press Photographer
47 Costume Designer
48 Vehicle Inspector
49 Cattle Auctioneer
50 Police Detective

GROUP NO. 1 ______
CAREER CLUSTER TREE

CAREER CLUSTER

A. Public Services

B. Fine Arts and Humanities

C. Agri-Business and
Natural Resources

D. Communication and Media

E. Construction

GROUP NO. 2

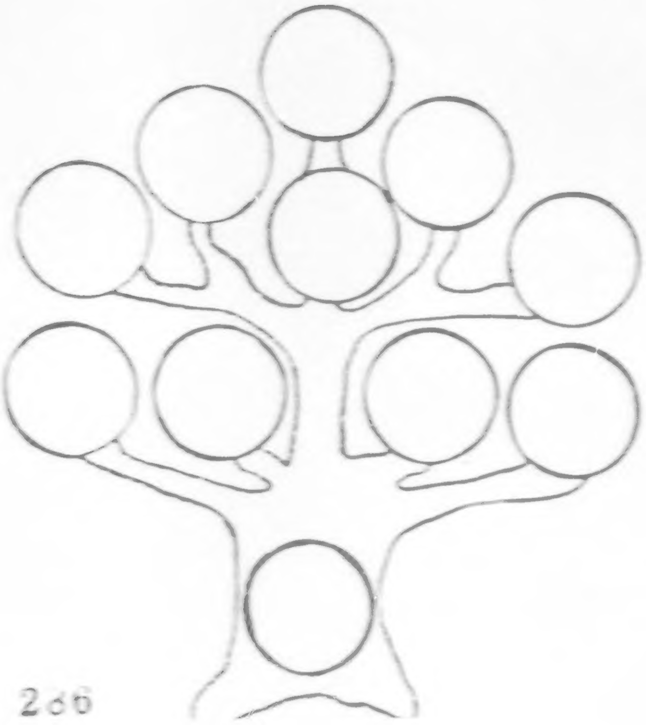
CAREER CLASSIFICATIONS

1 City Planner
2 Psychiatrist
3 Receptionist
4 Surgeon
5 Mechanic
6 Veterinarian
7 Taxi Driver
8 Shrimper
9 Landscaper
10 Secretary
11 Surveyor
12 Pilot
13 Accountant
14 Sanitarian
15 Meteorologist
16 Truck Driver
17 Skin Diver
18 Typist
19 Forest Ranger
20 File Clerk
21 Railroad Engineer
22 Stenographer
23 Lumberjack
24 Cargo Agent
25 Dentist
26 Stockbroker
27 Water Tester
28 Payroll Clerk
29 Pharmacist
30 Bus Driver
31 Fish Farmer
32 Billing Clerk
33 Minerologist
34 Physician
35 Aquanaut
36 Mine Inspector
37 Sponge Diver
38 Soil Conservationist
39 Underwater Salvager
40 Physical Therapist
41 Barge Operator
42 Biologist (marine)
43 Switcher
44 Navigator
45 Purchasing Agent
46 Engineer (marine)
47 Fish Culturist
48 X-Ray Technician
49 Oceanographer
50 Dental Assistant

GROUP NO. 2 _____
CAREER CLUSTER TREE

CAREER CLUSTER

A. Environment
B. Health
C. Business and Office
D. Marine Science
E. Transportation



GROUP NO. 3

CAREER CLASSIFICATIONS

1 Price Marker
2 Busperson
3 Minister
4 Hose Maker
5 Dry Cleaner
6 Bell Captain
7 Welder
8 Chauffeur
9 Floral Designer
10 Package Designer
11 Shoe Repairer
12 Ski Instructor
13 Shift Supervisor
14 Baker
15 Manicurist
16 Stock Clerk
17 Hotel Manager
18 Tailor
19 Caterer
20 Cashier
21 Barber
22 Dressmaker
23 Car Salesperson
24 Upholsterer
25 Diamond Cutter
26 Short Order Cook
27 Grocer
28 Tennis Pro
29 Jeweler
30 Homemaker
31 Mortician
32 Food Checker
33 Shipping Clerk
34 Lens Grinder
35 Body Guard
36 Gauge Designer
37 Pet Groomer
38 Lumberyard Worker
39 Drill Press Operator
40 Advertising Agent
41 Recreation Director
42 Insurance Agent
43 Motor Assembler
44 Factory Engineer
45 Interior Decorator
46 Restaurant Chef
47 Tax Counselor
48 Production Manager
49 Dance Instructor
50 Fashion Designer

GROUP NO. 3 _____

CAREER CLUSTER TREE

CAREER CLUSTER

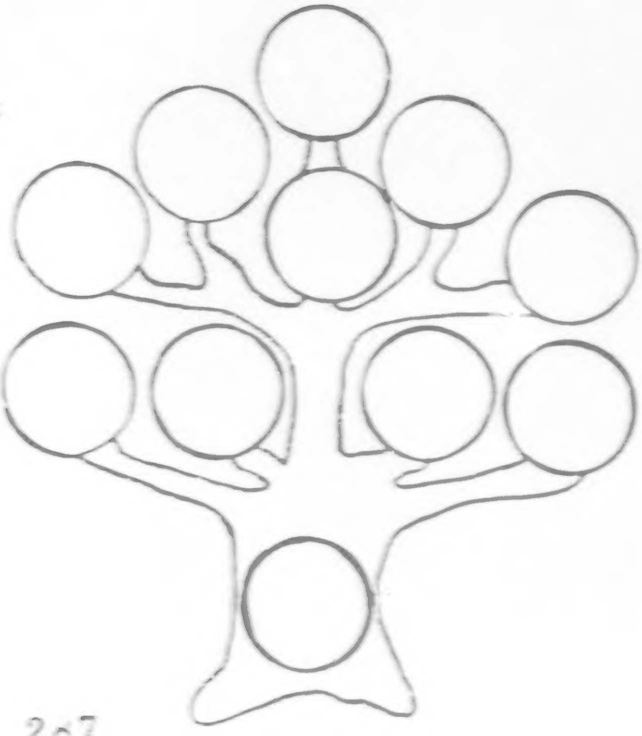
A. Consumer and Homemaking

B. Manufacturing

C. Personal Services

D. Hospitality and Recreation

E. Marketing and Distribution



ANSWER KEY

GROUP NO. 1A

CAREER CLASSIFICATIONS

1 Actress
2 Mason
3 Bookbinder
4 Butcher
5 Life Guard
6 Librarian
7 Playwright
8 Proofreader
9 Egg Grader
10 Oil Rigger
11 Stagehand
12 Lineperson
13 Excavator
14 Site Supervisor
15 Tree Surgeon
16 Prison Warden
17 Irrigator
18 Riveter
19 Booking Agent
20 Social Worker
21 Crop-duster
22 Typesetter
23 Architect
24 Artist
25 Journalist
26 Composer
27 Nurseryowner
28 Sculptor
29 Lawyer
30 Comedian
31 Reporter
32 Carpenter
33 Park Ranger
34 Plasterer
35 Novelist
36 Draftsperson
37 Copyperson
38 Commercial Artist
39 Jackhammer Operator
40 Recreation Director
41 Civil Engineer
42 Technical Director
43 Refinery Supervisor
44 City Commissioner
45 Combine Operator
46 Press Photographer
47 Costume Designer
48 Vehicle Inspector
49 Cattle Auctioneer
50 Police Detective

GROUP NO. 1 A
CAREER CLUSTER TREE

CAREER CLUSTER

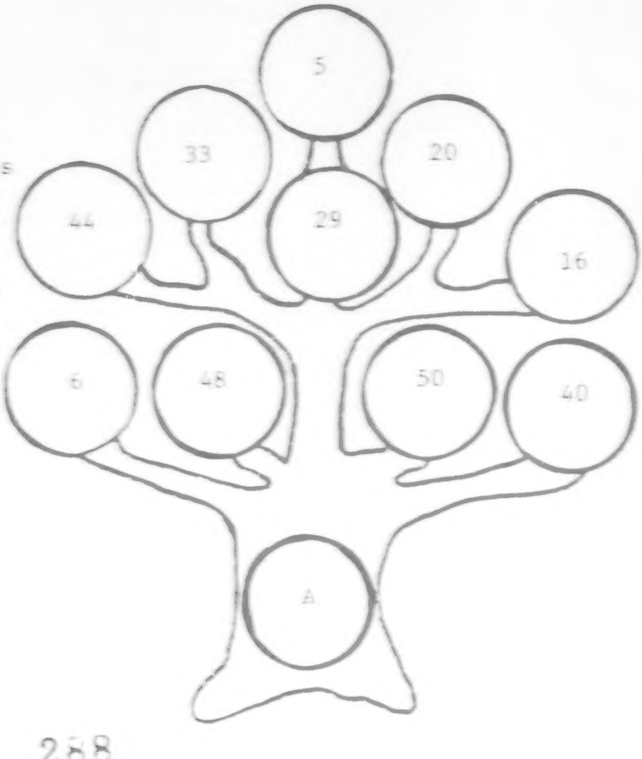
A. Public Services

B. Fine Arts and Humanities

C. Agri-Business and
Natural Resources

D. Communication and Media

E. Construction



3414A

ANSWER KEY

GROUP NO. 1B

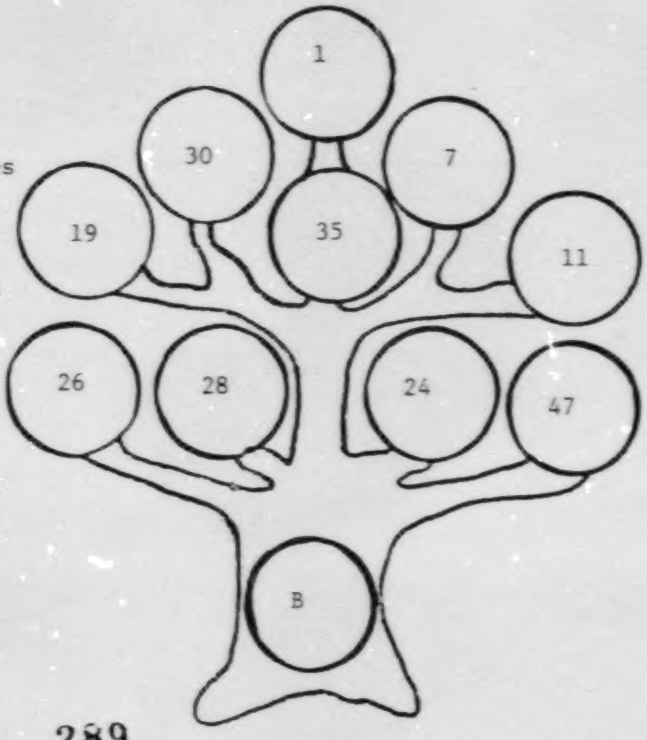
CAREER CLASSIFICATIONS

1 Actress
2 Mason
3 Bookbinder
4 Butcher
5 Life Guard
6 Librarian
7 Playwright
8 Proofreader
9 Egg Grader
10 Oil Rigger
11 Stagehand
12 Lineperson
13 Excavator
14 Site Supervisor
15 Tree Surgeon
16 Prison Warden
17 Irrigator
18 Riveter
19 Booking Agent
20 Social Worker
21 Crop-duster
22 Typesetter
23 Architect
24 Artist
25 Journalist
26 Composer
27 Nurseryowner
28 Sculptor
29 Lawyer
30 Comedian
31 Reporter
32 Carpenter
33 Park Ranger
34 Plasterer
35 Novelist
36 Draftsperson
37 Copyperson
38 Commercial Artist
39 Jackhammer Operator
40 Recreation Director
41 Civil Engineer
42 Technical Director
43 Refinery Supervisor
44 City Commissioner
45 Combine Operator
46 Press Photographer
47 Costume Designer
48 Vehicle Inspector
49 Cattle Auctioneer
50 Police Detective

GROUP NO. 1 B
CAREER CLUSTER TREE

CAREER CLUSTER

A. Public Services
B. Fine Arts and Humanities
C. Agri-Business and Natural Resources
D. Communication and Media
E. Construction



3414A

ANSWER KEY

GROUP NO. 1C

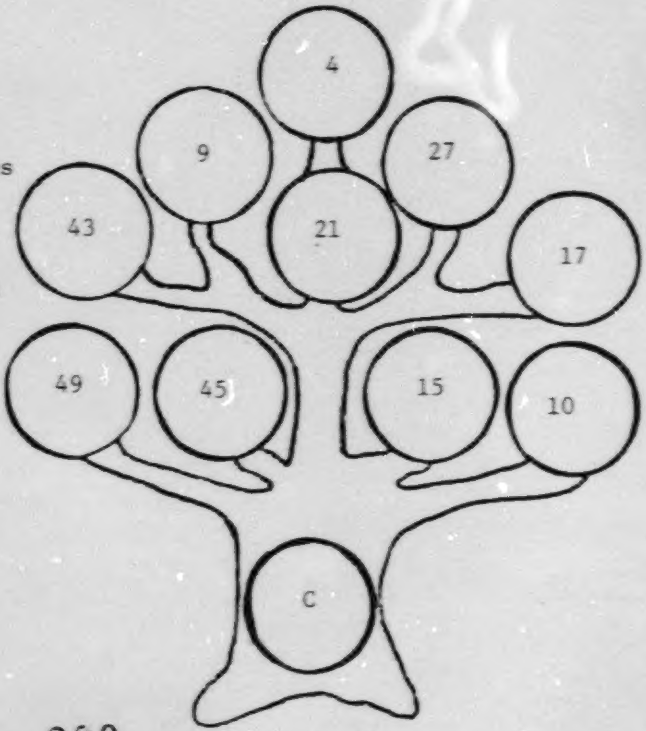
CAREER CLASSIFICATIONS

1 Actress
2 Mason
3 Bookbinder
4 Butcher
5 Life Guard
6 Librarian
7 Playwright
8 Proofreader
9 Egg Grader
10 Oil Rigger
11 Stagehand
12 Lineperson
13 Excavator
14 Site Supervisor
15 Tree Surgeon
16 Prison Warden
17 Irrigator
18 Riveter
19 Booking Agent
20 Social Worker
21 Crop-duster
22 Typesetter
23 Architect
24 Artist
25 Journalist
26 Composer
27 Nurseryowner
28 Sculptor
29 Lawyer
30 Comedian
31 Reporter
32 Carpenter
33 Park Ranger
34 Plasterer
35 Novelist
36 Draftsperson
37 Copyperson
38 Commercial Artist
39 Jackhammer Operator
40 Recreation Director
41 Civil Engineer
42 Technical Director
43 Refinery Supervisor
44 City Commissioner
45 Combine Operator
46 Press Photographer
47 Costume Designer
48 Vehicle Inspector
49 Cattle Auctioneer
50 Police Detective

GROUP NO. 1 C
CAREER CLUSTER TREE

CAREER CLUSTER

A. Public Services
B. Fine Arts and Humanities
C. Agri-Business and Natural Resources
D. Communication and Media
E. Construction



ANSWER KEY

GROUP NO. 1D

CAREER CLASSIFICATIONS

1 Actress
2 Mason
3 Bookbinder
4 Butcher
5 Life Guard
6 Librarian
7 Playwright
8 Proofreader
9 Egg Grader
10 Oil Rigger
11 Stagehand
12 Lineperson
13 Excavator
14 Site Supervisor
15 Tree Surgeon
16 Prison Warden
17 Irrigator
18 Riveter
19 Booking Agent
20 Social Worker
21 Crop-duster
22 Typesetter
23 Architect
24 Artist
25 Journalist
26 Composer
27 Nurseryowner
28 Sculptor
29 Lawyer
30 Comedian
31 Reporter
32 Carpenter
33 Park Ranger
34 Plasterer
35 Novelist
36 Draftsperson
37 Copyperson
38 Commercial Artist
39 Jackhammer Operator
40 Recreation Director
41 Civil Engineer
42 Technical Director
43 Refinery Supervisor
44 City Commissioner
45 Combine Operator
46 Press Photographer
47 Costume Designer
48 Vehicle Inspector
49 Cattle Auctioneer
50 Police Detective

GROUP NO. 1 D____

CAREER CLUSTER TREE

CAREER CLUSTER

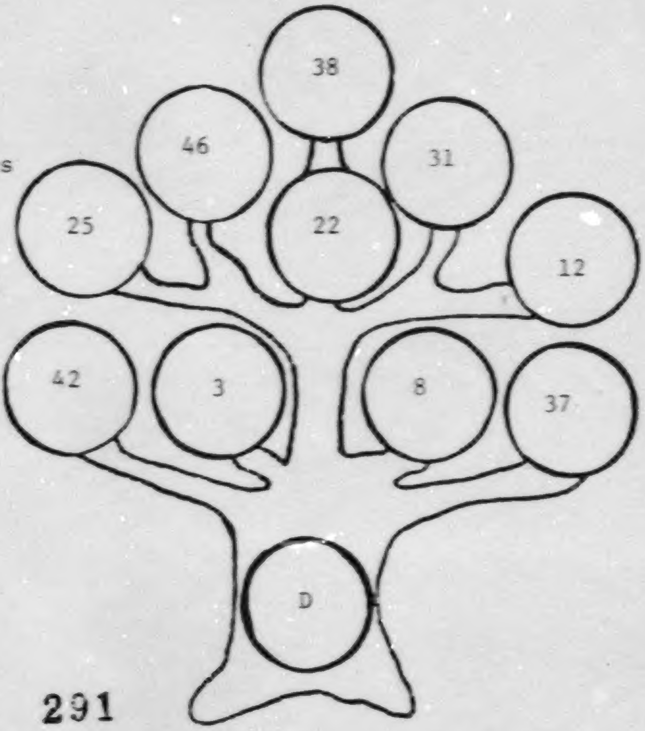
A. Public Services

B. Fine Arts and Humanities

C. Agri-Business and Natural Resources

D. Communication and Media

E. Construction



3414A

ANSWER KEY

GROUP NO. 1E

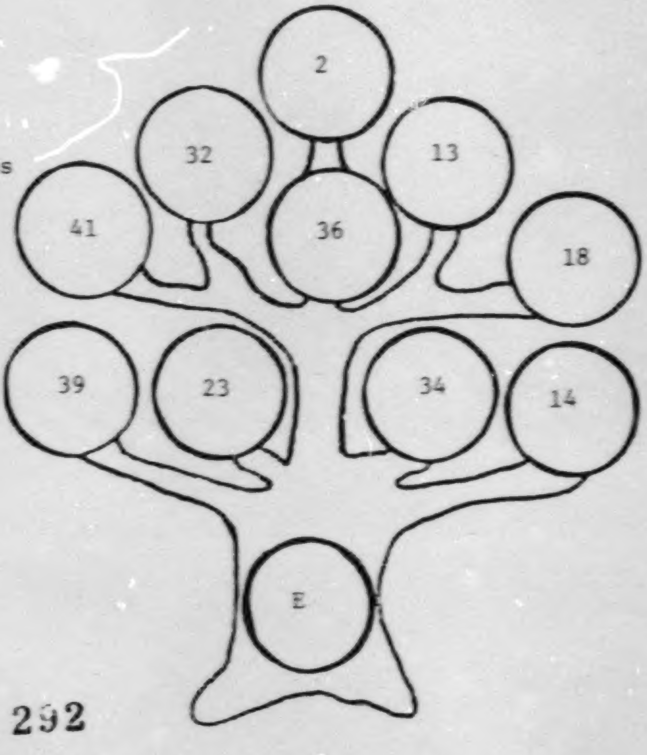
CAREER CLASSIFICATIONS

1 Actress
2 Mason
3 Bookbinder
4 Butcher
5 Life Guard
6 Librarian
7 Playwright
8 Proofreader
9 Egg Grader
10 Oil Rigger
11 Stagehand
12 Lineperson
13 Excavator
14 Site Supervisor
15 Tree Surgeon
16 Prison Warden
17 Irrigator
18 Riveter
19 Booking Agent
20 Social Worker
21 Crop-duster
22 Typesetter
23 Architect
24 Artist
25 Journalist
26 Composer
27 Nurseryowner
28 Sculptor
29 Lawyer
30 Comedian
31 Reporter
32 Carpenter
33 Park Ranger
34 Plasterer
35 Novelist
36 Draftsperson
37 Copyperson
38 Commercial Artist
39 Jackhammer Operator
40 Recreation Director
41 Civil Engineer
42 Technical Director
43 Refinery Supervisor
44 City Commissioner
45 Combine Operator
46 Press Photographer
47 Costume Designer
48 Vehicle Inspector
49 Cattle Auctioneer
50 Police Detective

GROUP NO. 1 E
CAREER CLUSTER TREE

CAREER CLUSTER

A. Public Services
B. Fine Arts and Humanities
C. Agri-Business and Natural Resources
D. Communication and Media
E. Construction



ANSWER KEY

GROUP NO. 2 A

CAREER CLASSIFICATIONS

1 City Planner
2 Psychiatrist
3 Receptionist
4 Surgeon
5 Mechanic
6 Veterinarian
7 Taxi Driver
8 Shrimper
9 Landscaper
10 Secretary
11 Surveyor
12 Pilot
13 Accountant
14 Sanitarian
15 Meteorologist
16 Truck Driver
17 Skin Diver
18 Typist
19 Forest Ranger
20 File Clerk
21 Railroad Engineer
22 Stenographer
23 Lumberjack
24 Cargo Agent
25 Dentist
26 Stockbroker
27 Water Tester
28 Payroll Clerk
29 Pharmacist
30 Bus Driver
31 Fish Farmer
32 Billing Clerk
33 Minerologist
34 Physician
35 Aquanaut
36 Mine Inspector
37 Sponge Diver
38 Soil Conservationist
39 Underwater Salvager
40 Physical Therapist
41 Barge Operator
42 Biologist (marine)
43 Switcher
44 Navigator
45 Purchasing Agent
46 Engineer (marine)
47 Fish Culturist
48 X-Ray Technician
49 Oceanographer
50 Dental Assistant

GROUP NO. 2 A
CAREER CLUSTER TREE

CAREER CLUSTER

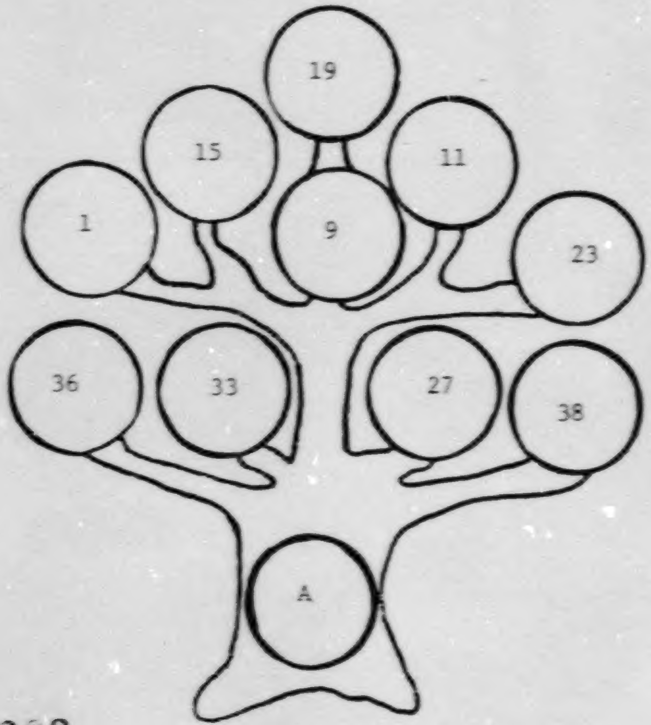
A. Environment

B. Health

C. Business and Office

D. Marine Science

E. Transportation



ANSWER KEY

GROUP NO. 2B

CAREER CLASSIFICATIONS

1 City Planner
2 Psychiatrist
3 Receptionist
4 Surgeon
5 Mechanic
6 Veterinarian
7 Taxi Driver
8 Shrimper
9 Landscaper
10 Secretary
11 Surveyor
12 Pilot
13 Accountant
14 Sanitarian
15 Meteorologist
16 Truck Driver
17 Skin Diver
18 Typist
19 Forest Ranger
20 File Clerk
21 Railroad Engineer
22 Stenographer
23 Lumberjack
24 Cargo Agent
25 Dentist
26 Stockbroker
27 Water Tester
28 Payroll Clerk
29 Pharmacist
30 Bus Driver
31 Fish Farmer
32 Billing Clerk
33 Minerologist
34 Physician
35 Aquanaut
36 Mine Inspector
37 Sponge Diver
38 Soil Conservationist
39 Underwater Salvager
40 Physical Therapist
41 Barge Operator
42 Biologist (marine)
43 Switcher
44 Navigator
45 Purchasing Agent
46 Engineer (marine)
47 Fish Culturist
48 X-Ray Technician
49 Oceanographer
50 Dental Assistant

GROUP NO. 2 B
CAREER CLUSTER TREE

CAREER CLUSTER

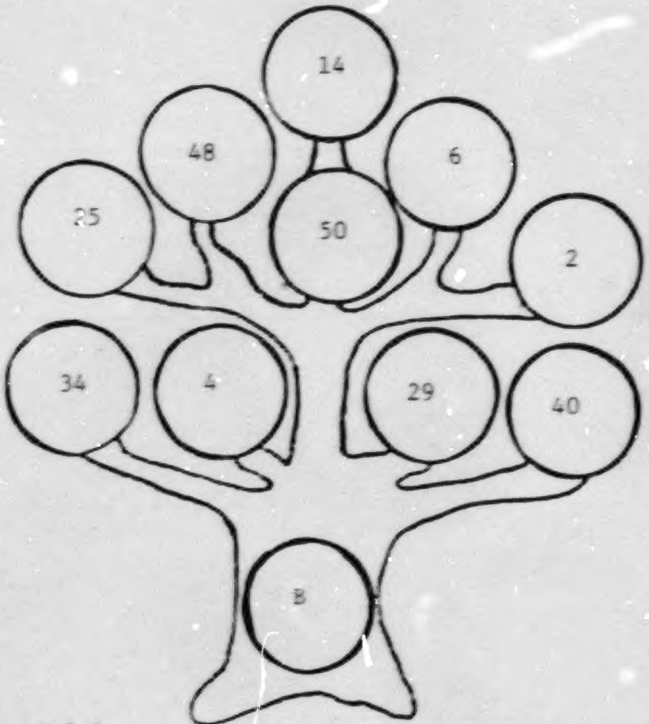
A. Environment

B. Health

C. Business and Office

D. Marine Science

E. Transportation



ANSWER KEY

GROUP NO. 2C

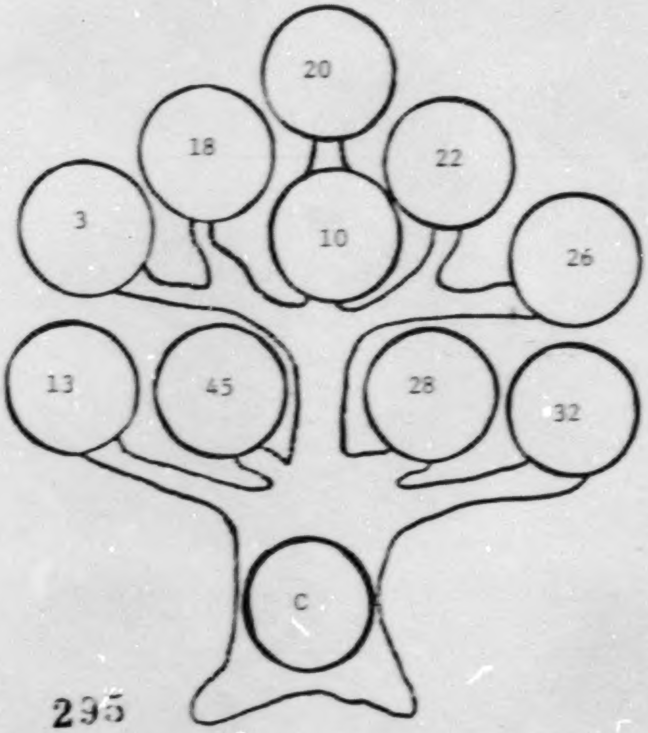
CAREER CLASSIFICATIONS

1 City Planner
2 Psychiatrist
3 Receptionist
4 Surgeon
5 Mechanic
6 Veterinarian
7 Taxi Driver
8 Shrimper
9 Landscaper
10 Secretary
11 Surveyor
12 Pilot
13 Accountant
14 Sanitarian
15 Meteorologist
16 Truck Driver
17 Skin Diver
18 Typist
19 Forest Ranger
20 File Clerk
21 Railroad Engineer
22 Stenographer
23 Lumberjack
24 Cargo Agent
25 Dentist
26 Stockbroker
27 Water Tester
28 Payroll Clerk
29 Pharmacist
30 Bus Driver
31 Fish Farmer
32 Billing Clerk
33 Minerologist
34 Physician
35 Aquanaut
36 Mine Inspector
37 Sponge Diver
38 Soil Conservationist
39 Underwater Salvager
40 Physical Therapist
41 Barge Operator
42 Biologist (marine)
43 Switcher
44 Navigator
45 Purchasing Agent
46 Engineer (marine)
47 Fish Culturist
43 X-Ray Technician
49 Oceanographer
50 Dental Assistant

GROUP NO. 2 C
CAREER CLUSTER TREE

CAREER CLUSTER

A. Environment
B. Health
C. Business and Office
D. Marine Science
E. Transportation



ANSWER KEY

GROUP NO. 2D

CAREER CLASSIFICATIONS

1 City Planner
2 Psychiatrist
3 Receptionist
4 Surgeon
5 Mechanic
6 Veterinarian
7 Taxi Driver
8 Shrimper
9 Landscaper
10 Secretary
11 Surveyor
12 Pilot
13 Accountant
14 Sanitarian
15 Meteorologist
16 Truck Driver
17 Skin Diver
18 Typist
19 Forest Ranger
20 File Clerk
21 Railroad Engineer
22 Stenographer
23 Lumberjack
24 Cargo Agent
25 Dentist
26 Stockbroker
27 Water Tester
28 Payroll Clerk
29 Pharmacist
30 Bus Driver
31 Fish Farmer
32 Billing Clerk
33 Minerologist
34 Physician
35 Aquanaut
36 Mine Inspector
37 Sponge Diver
38 Soil Conservationist
39 Underwater Salvager
40 Physical Therapist
41 Barge Operator
42 Biologist (marine)
43 Switcher
44 Navigator
45 Purchasing Agent
46 Engineer (marine)
47 Fish Culturist
48 X-Ray Technician
49 Oceanographer
50 Dental Assistant

GROUP NO. 2 D

CAREER CLUSTER TREE

CAREER CLUSTER

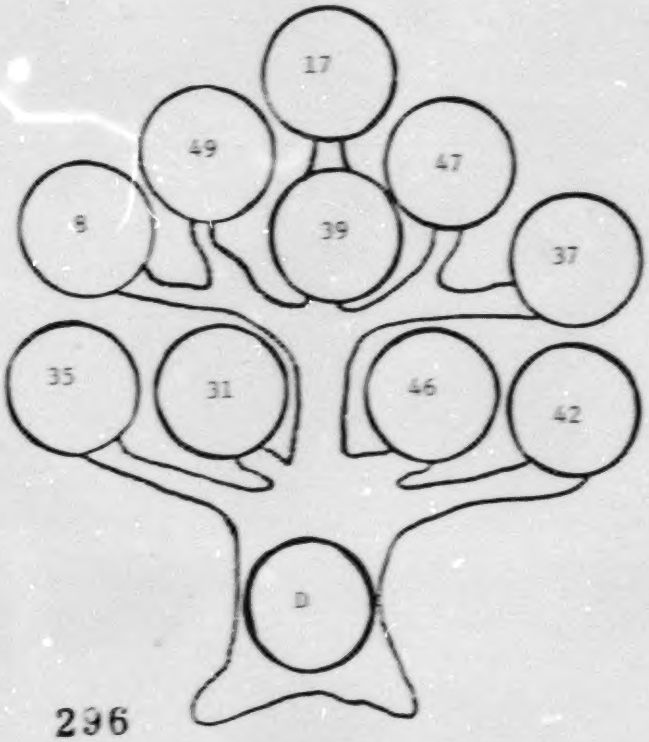
A. Environment

B. Health

C. Business and Office

D. Marine Science

E. Transportation



ANSWER KEY

GROUP NO. 2E

CAREER CLASSIFICATIONS

1 City Planner
2 Psychiatrist
3 Receptionist
4 Surgeon
5 Mechanic
6 Veterinarian
7 Taxi Driver
8 Shrimper
9 Landscaper
10 Secretary
11 Surveyor
12 Pilot
13 Accountant
14 Sanitarian
15 Meteorologist
16 Truck Driver
17 Skin Diver
18 Typist
19 Forest Ranger
20 File Clerk
21 Railroad Engineer
22 Stenographer
23 Lumberjack
24 Cargo Agent
25 Dentist
26 Stockbroker
27 Water Tester
28 Payroll Clerk
29 Pharmacist
30 Bus Driver
31 Fish Farmer
32 Billing Clerk
33 Mineralogist
34 Physician
35 Aquanaut
36 Mine Inspector
37 Sponge Diver
38 Soil Conservationist
39 Underwater Salvager
40 Physical Therapist
41 Barge Operator
42 Biologist (marine)
43 Switcher
44 Navigator
45 Purchasing Agent
46 Engineer (marine)
47 Fish Culturist
48 X-Ray Technician
49 Oceanographer
50 Dental Assistant

GROUP NO. 2 E
CAREER CLUSTER TREE

CAREER CLUSTER

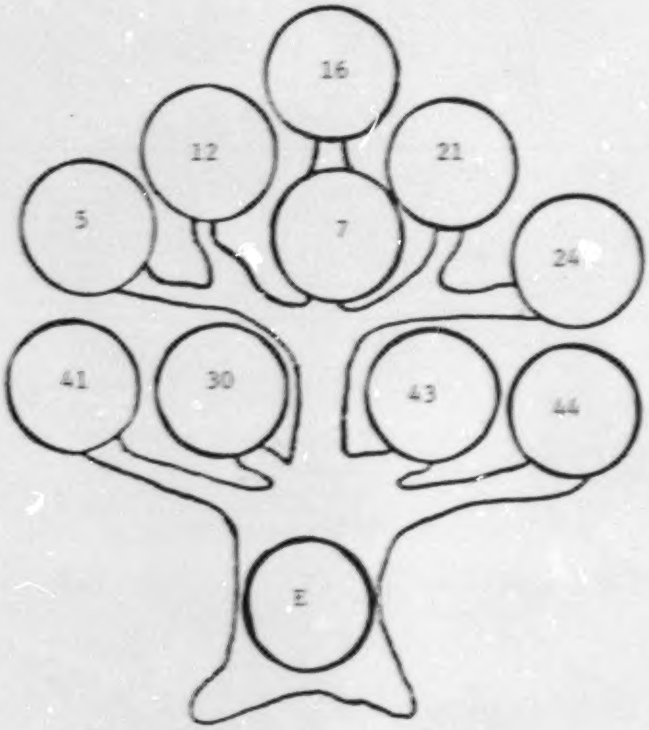
A. Environment

B. Health

C. Business and Office

D. Marine Science

E. Transportation



ANSWER KEY

GROUP NO. 3A

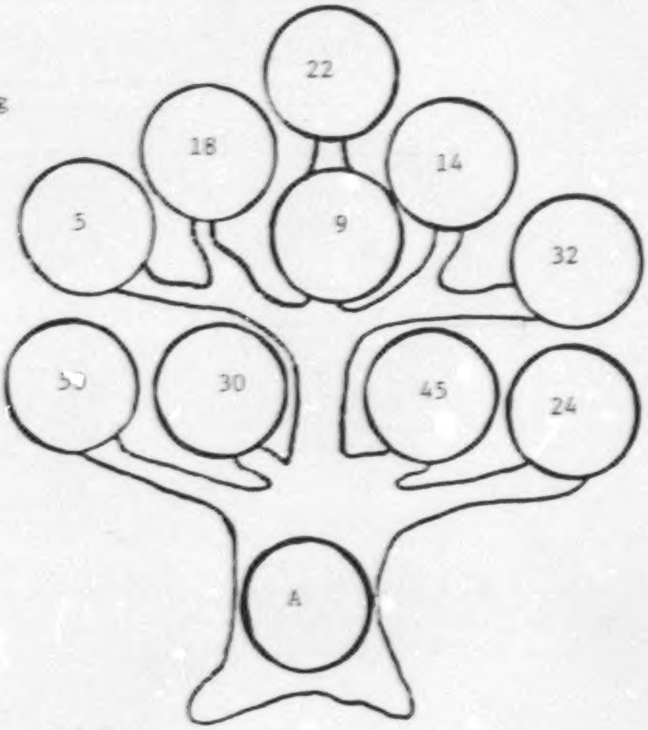
CAREER CLASSIFICATIONS

1 Price Marker
2 Busperson
3 Minister
4 Hose Maker
5 Dry Cleaner
6 Bell Captain
7 Welder
8 Chauffeur
9 Floral Designer
10 Package Designer
11 Shoe Repairer
12 Ski Instructor
13 Shift Supervisor
14 Baker
15 Manicurist
16 Stock Clerk
17 Hotel Manager
18 Tailor
19 Caterer
20 Cashier
21 Barber
22 Dressmaker
23 Car Salesperson
24 Upholsterer
25 Diamond Cutter
26 Short Order Cook
27 Grocer
28 Tennis Pro
29 Jeweler
30 Homemaker
31 Mortician
32 Food Checker
33 Shipping Clerk
34 Lens Grinder
35 Body Guard
36 Gauge Designer
37 Pet Groomer
38 Lumberyard Worker
39 Drill Press Operator
40 Advertising Agent
41 Recreation Director
42 Insurance Agent
43 Motor Assembler
44 Factory Engineer
45 Interior Decorator
46 Restaurant Chef
47 Tax Counselor
48 Production Manager
49 Dance Instructor
50 Fashion Designer

GROUP NO. 3 A
CAREER CLUSTER TREE

CAREER CLUSTER

A. Consumer and Homemaking
B. Manufacturing
C. Personal Services
D. Hospitality and Recreation
E. Marketing and Distribution



ANSWER KEY

GROUP NO. 3B

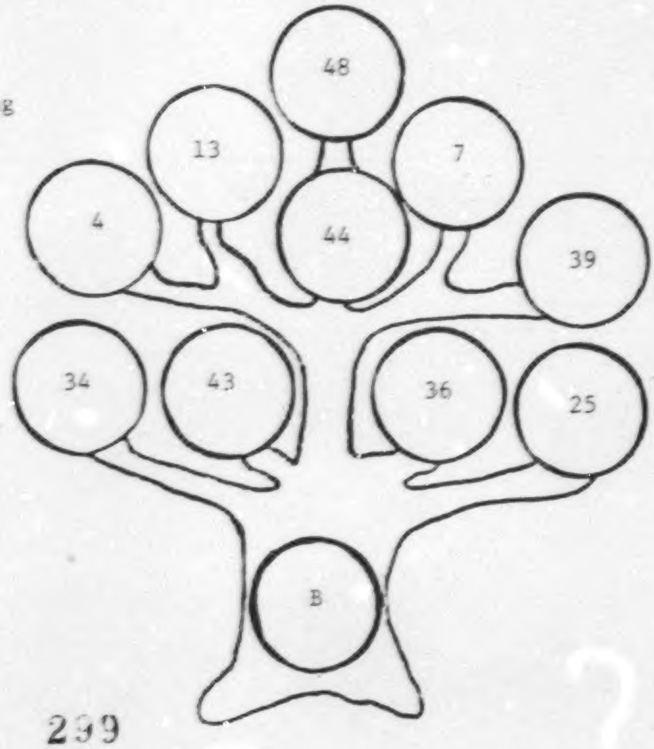
CAREER CLASSIFICATIONS

1 Price Marker
2 Busperson
3 Minister
4 Hose Maker
5 Dry Cleaner
6 Bell Captain
7 Welder
8 Chauffeur
9 Floral Designer
10 Package Designer
11 Shoe Repairer
12 Ski Instructor
13 Shift Supervisor
14 Baker
15 Manicurist
16 Stock Clerk
17 Hotel Manager
18 Tailor
19 Caterer
20 Cashier
21 Barber
22 Dressmaker
23 Car Salesperson
24 Upholsterer
25 Diamond Cutter
26 Short Order Cook
27 Grocer
28 Tennis Pro
29 Jeweler
30 Homemaker
31 Mortician
32 Food Checker
33 Shipping Clerk
34 Lens Grinder
35 Body Guard
36 Gauge Designer
37 Pet Groomer
38 Lumberyard Worker
39 Drill Press Operator
40 Advertising Agent
41 Recreation Director
42 Insurance Agent
43 Motor Assembler
44 Factory Engineer
45 Interior Decorator
46 Restaurant Chef
47 Tax Counselor
48 Production Manager
49 Dance Instructor
50 Fashion Designer

GROUP NO. 3 B
CAREER CLUSTER TREE

CAREER CLUSTER

A. Consumer and Homemaking
B. Manufacturing
C. Personal Services
D. Hospitality and Recreation
E. Marketing and Distribution



3414A

ANSWER KEY

GROUP NO. 3 C

CAREER CLASSIFICATIONS

1 Price Marker
2 Busperson
3 Minister
4 Hose Maker
5 Dry Cleaner
6 Bell Captain
7 Welder
8 Chauffeur
9 Floral Designer
10 Package Designer
11 Shoe Repairer
12 Ski Instructor
13 Shift Supervisor
14 Baker
15 Manicurist
16 Stock Clerk
17 Hotel Manager
18 Tailor
19 Caterer
20 Cashier
21 Barber
22 Dressmaker
23 Car Salesperson
24 Upholsterer
25 Diamond Cutter
26 Short Order Cook
27 Grocer
28 Tennis Pro
29 Jeweler
30 Homemaker
31 Mortician
32 Food Checker
33 Shipping Clerk
34 Lens Grinder
35 Body Guard
36 Gauge Designer
37 Pet Groomer
38 Lumberyard Worker
39 Drill Press Operator
40 Advertising Agent
41 Recreation Director
42 Insurance Agent
43 Motor Assembler
44 Factory Engineer
45 Interior Decorator
46 Restaurant Chef
47 Tax Counselor
48 Production Manager
49 Dance Instructor
50 Fashion Designer

GROUP NO. 3 C
CAREER CLUSTER TREE

CAREER CLUSTER

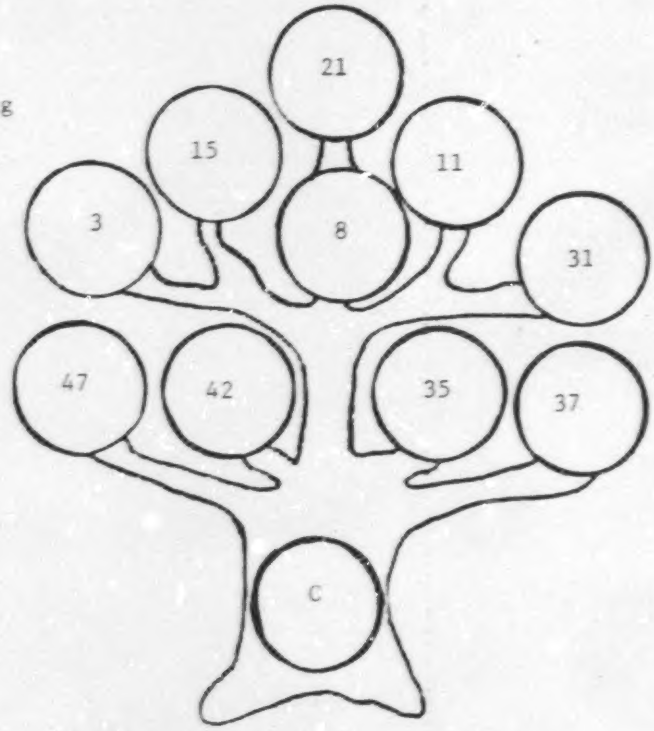
A. Consumer and Homemaking

B. Manufacturing

C. Personal Services

D. Hospitality and Recreation

E. Marketing and Distribution



ANSWER KEY

GROUP NO. 3 D

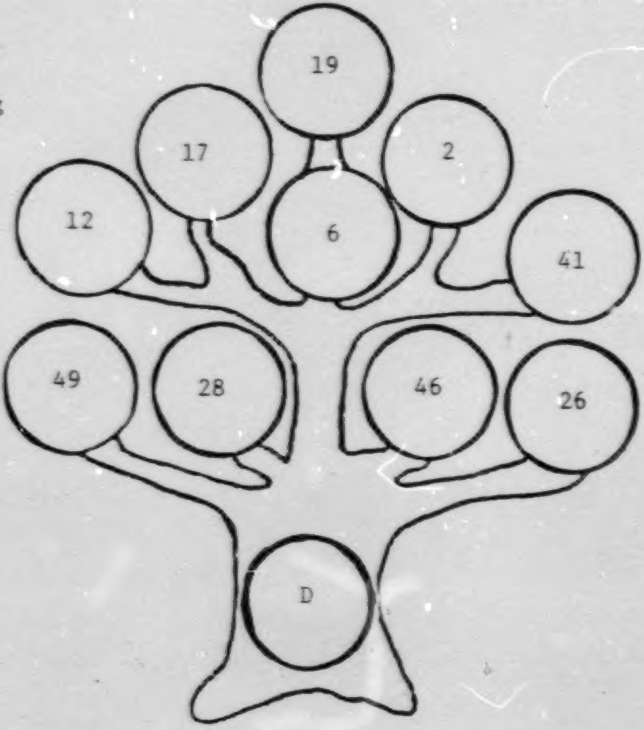
CAREER CLASSIFICATIONS

1 Price Marker
2 Busperson
3 Minister
4 Hose Maker
5 Dry Cleaner
6 Bell Captain
7 Welder
8 Chauffeur
9 Floral Designer
10 Package Designer
11 Shoe Repairer
12 Ski Instructor
13 Shift Supervisor
14 Baker
15 Manicurist
16 Stock Clerk
17 Hotel Manager
18 Tailor
19 Caterer
20 Cashier
21 Barber
22 Dressmaker
23 Car Salesperson
24 Upholsterer
25 Diamond Cutter
26 Short Order Cook
27 Grocer
28 Tennis Pro
29 Jeweler
30 Homemaker
31 Mortician
32 Food Checker
33 Shipping Clerk
34 Lens Grinder
35 Body Guard
36 Gauge Designer
37 Pet Groomer
38 Lumberyard Worker
39 Drill Press Operator
40 Advertising Agent
41 Recreation Director
42 Insurance Agent
43 Motor Assembler
44 Factory Engineer
45 Interior Decorator
46 Restaurant Chef
47 Tax Counselor
48 Production Manager
49 Dance Instructor
50 Fashion Designer

GROUP NO. 3 D
CAREER CLUSTER TREE

CAREER CLUSTER

A. Consumer and Homemaking
B. Manufacturing
C. Personal Services
D. Hospitality and Recreation
E. Marketing and Distribution



3414A

ANSWER KEY

GROUP NO. 3 E

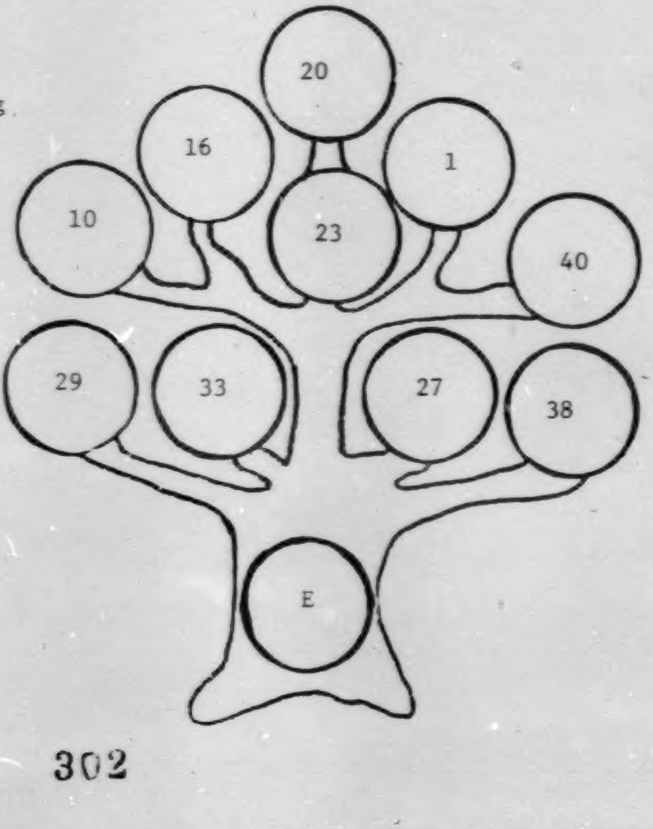
CAREER CLASSIFICATIONS

1 Price Marker
2 Busperson
3 Minister
4 Hose Maker
5 Dry Cleaner
6 Bell Captain
7 Welder
8 Chauffeur
9 Floral Designer
10 Package Designer
11 Shoe Repairer
12 Ski Instructor
13 Shift Supervisor
14 Baker
15 Manicurist
16 Stock Clerk
17 Hotel Manager
18 Tailor
19 Caterer
20 Cashier
21 Barber
22 Dressmaker
23 Car Salesperson
24 Upholsterer
25 Diamond Cutter
26 Short Order Cook
27 Grocer
28 Tennis Pro
29 Jeweler
30 Homemaker
31 Mortician
32 Food Checker
33 Shipping Clerk
34 Lens Grinder
35 Body Guard
36 Gauge Designer
37 Pet Groomer
38 Lumberyard Worker
39 Drill Press Operator
40 Advertising Agent
41 Recreation Director
42 Insurance Agent
43 Motor Assembler
44 Factory Engineer
45 Interior Decorator
46 Restaurant Chef
47 Tax Counselor
48 Production Manager
49 Dance Instructor
50 Fashion Designer

GROUP NO. 3 E
CAREER CLUSTER TREE

CAREER CLUSTER

A. Consumer and Homemaking
B. Manufacturing
C. Personal Services
D. Hospitality and Recreation
E. Marketing and Distribution



Subject Area: Matching sets, word recognition, listening 3414A^2

CAREER CLUSTER CARD GAME

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will identify the different occupational clusters, and the jobs within those clusters.

PERFORMANCE OBJECTIVE:

Given the Career Cluster Matching Sheet, the student will be able to match the cluster title with the cluster emblem and with related jobs with 80% accuracy.

MATERIALS:

- *Career Cluster Cards (60)
- *Career Cluster Matching Sheet
- *Matching Sheet Answer Key
- *Game Directions

PREPARATION:

The Career Cluster Card Game is designed for 3-6 players. Cut the cards apart. Laminate if desired. Reproduce as many of the Matching Sheets as needed.

PROCEDURE:

Place the materials at a learning center. Choose one player to shuffle and deal out the cards. Choose one player to begin the game. If necessary, help them read the Game Directions.

After the game, each student should complete the Matching Sheet. Check the answers with the Answer Key provided.

EVALUATION:

The students should be able to complete the Matching Sheet with 80% accuracy. If they cannot, have them play the game again.

3414A^{2}

RECREATION DIRECTOR

(Hospitality
And Recreation)

Restaurant Chef
Hotel Manager
Ski Instructor

3414A^{2}

HOTEL MANAGER

(Hospitality
And Recreation)

Ski Instructor
Recreation Director
Restaurant Chef

3414A^{2}

RESTAURANT CHEF

(Hospitality
And Recreation)

Hotel Manager
Ski Instructor
Recreation Director

3414A ^{2}

CASHIER

(Marketing
And Distribution)

Warehouse Worker
Forklift Operator
Jeweler

3414A ^{2}

FASHION DESIGNER

(Consumer
And Homemaking)

Child Care
Dry Cleaner
Product Tester

3414A^{2}

CHILD CARE

(Consumer
And Homemaking)

Dry Cleaner
Product Tester
Fashion Designer

$3414A^2$

REFINERY SUPERVISOR

(Agri-Business and Natural Resources)

Wheat Farmer
Cattle Auctioneer
Butcher

$3414A^2$

BARBER

(Personal Services)

Minister
Insurance Agent
Body Guard

$3414A^2$

MINISTER

(Personal Services)

Barber
Insurance Agent
Body Guard

$3414A^2$

INSURANCE AGENT

(Personal Services)

Barber
Minister
Body Guard

$3414A^2$

BODY GUARD

(Personal Services)

Insurance Agent
Barber
Minister

$3414A^2$

SKI INSTRUCTOR

(Hospitality And Recreation)

Hotel Manager
Recreation Director
Restaurant Chef

$3414A^2$

PRESS PHOTOGRAPHER

(Communication And Media)

Newscaster
Lineperson
Book Binder

$3414A^2$

LINEPERSON

(Communication And Media)

Book Binder
Press Photographer
Newscaster

$3414A^2$

BOOK BINDER

(Communication And Media)

Press Photographer
Newscaster
Lineperson

$3414A^2$

CATTLE AUCTIONEER

(Agri-Business and Natural Resources)

Butcher
Refinery Supervisor
Wheat Farmer

$3414A^2$

WHEAT FARMER

(Agri-Business and Natural Resources)

Cattle Auctioneer
Butcher
Refinery Supervisor

$3414A^2$

BUTCHER

(Agri-Business and Natural Resources)

Refinery Supervisor
Wheat Farmer
Cattle Auctioneer

3414A^2

FISH FARMER

(Marine Science)

Aquanaut
Submarine Operator
Whaler

3414A^2

AQUANAUT

(Marine Science)

Submarine Operator
Whaler
Fish Farmer

3414A^2

CRANE OPERATOR

(Construction)

Architect
Mason
Cabinet Maker

3414A^2

CABINET MAKER

(Construction)

Crane Operator
Architect
Mason

3414A^2

MASON

(Construction)

Cabinet Maker
Crane Operator
Architect

3414A^2

ARCHITECT

(Construction)

Mason
Cabinet Maker
Crane Operator

3414A^2

WAREHOUSE WORKER

(Marketing
And Distribution)

Forklift Operator
Jeweler
Cashier

3414A^2

FORKLIFT OPERATOR

(Marketing
And Distribution)

Jeweler
Cashier
Warehouse Worker

3414A^2

JEWELER

(Marketing
And Distribution)

Cashier
Warehouse Worker
Forklift Operator

3414A^2

DRY CLEANER

(Consumer
And Homemaking)

Fashion Designer
Child Care
Product Tester

3414A^2

PRODUCT TESTER

(Consumer
And Homemaking)

Fashion Designer
Child Care
Dry Cleaner

3414A^2

GOVERNOR

(Public Services)

Librarian
Life Guard
Park Ranger

$3414A^2$

COSTUME DESIGNER

(Fine Arts
And Humanities)

Comedian
Stage Hand
Composer

$3414A^2$

COMPOSER

(Fine Arts
And Humanities)

Costume Designer
Comedian
Stage Hand

$3414A^2$

STAGE HAND

(Fine Arts
And Humanities)

Composer
Costume Designer
Comedian

$3414A^2$

COMEDIAN

(Fine Arts
And Humanities)

Stage Hand
Composer
Costume Designer

$3414A^2$

NEWSCASTER

(Communication
And Media)

Lineperson
Book Binder
Press Photographer

$3414A^2$

INVENTOR

(Business and Office)

Accountant
Order Clerk
Key Punch Operator

3414A^2

PARK RANGER

(Public Services)

Life Guard
Governor
Librarian

3414A^2

LIBRARIAN

(Public Services)

Life Guard
Park Ranger
Governor

3414A^2

LIFE GUARD

(Public Services)

Park Ranger
Governor
Librarian

3414A^2

KEY PUNCH OPERATOR

(Business and Office)

Inventor
Accountant
Order Clerk

3414A^2

SUBMARINE OPERATOR

(Marine Science)

Whaler
Fish Farmer
Aquanaut

3414A^2

WHALER

(Marine Science)

Fish Farmer
Aquanaut
Submarine Operator

$3414A^2$

SWITCHER

(Transportation)

Merchant Marine
Bus Driver
Airport Manager

$3414A^2$

MERCHANT MARINE

(Transportation)

Bus Driver
Airport Manager
Switcher

$3414A^2$

BUS DRIVER

(Transportation)

Airport Manager
Switcher
Merchant Marine

$3414A^2$

AIRPORT MANAGER

(Transportation)

Switcher
Merchant Marine
Bus Driver

$3414A^2$

ORDER CLERK

(Business and Office)

Key Punch Operator
Inventor
Accountant

$3414A^2$

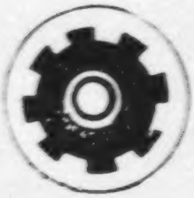
ACCOUNTANT

(Business and Office)

Order Clerk
Key Punch Operator
Inventor

$3414A^2$

DIAMOND CUTTER

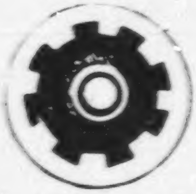


(Manufacturing)

Welder
Tool and Dye Maker
Factory Engineer

$3414A^2$

WELDER



(Manufacturing)

Tool and Dye Maker
Factory Engineer
Diamond Cutter

$3414A^2$

TOOL AND DYE MAKER

(Manufacturing)

Factory Engineer
Diamond Cutter
Welder

$3414A^2$

FACTORY ENGINEER

(Manufacturing)

Diamond Cutter
Welder
Tool and Dye Maker

$3414A^2$

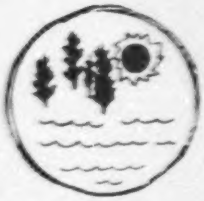
MINE INSPECTOR

(Environment)

Forest Ranger
Meteorologist
Landscaper

$3414A^2$

LANDSCAPER



(Environment)

Mine Inspector
Forest Ranger
Meteorologist

$3414A^2$

METEOROLOGIST

(Environment)

Landscaper
Mine Inspector
Forest Ranger

$3414A^2$

FOREST RANGER

(Environment)

Meteorologist
Landscaper
Mine Inspector

$3414A^2$

HOSPITAL ORDERLY

(Health)

Surgeon
Ambulance Driver
Dental Assistant

$3414A^2$

SURGEON

(Health)

Ambulance Driver
Hospital Orderly
Dental Assistant

$3414A^2$

AMBULANCE DRIVER

(Health)

Dental Assistant
Hospital Orderly
Surgeon

$3414A^2$

DENTAL ASSISTANT

(Health)

Hospital Orderly
Surgeon
Ambulance Driver

CAREER CLUSTER MATCHING SHEET

Place the number of the Career Cluster symbol by the matching cluster title and by the matching jobs belonging to that cluster.

Cluster Titles

___ Public Service
___ Environment
___ Health
___ Business and Office
___ Marine Science
___ Transportation
___ Consumer and Homemaking
___ Manufacturing
___ Personal Services
___ Hospitality and Recreation
___ Marketing and Distribution
___ Fine Arts and Humanities
___ Agri-Business and Natural Resources
___ Communication and Media
___ Construction

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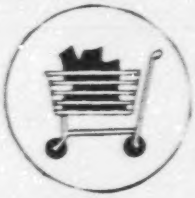

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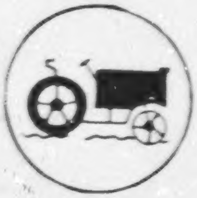

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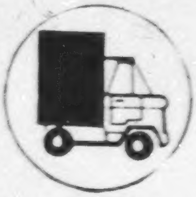

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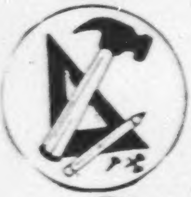

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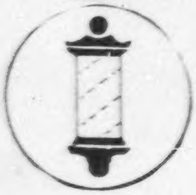

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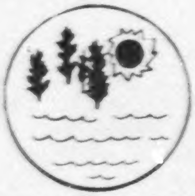

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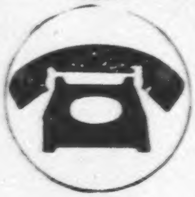

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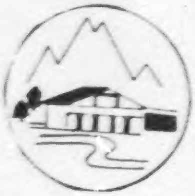

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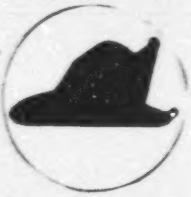

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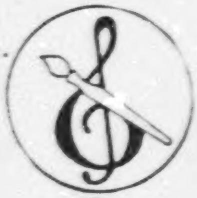

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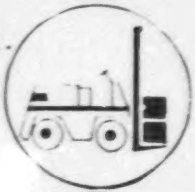

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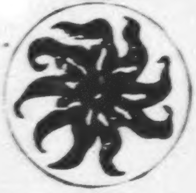

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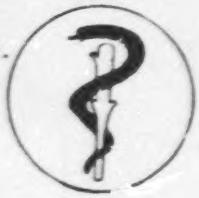

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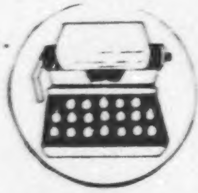

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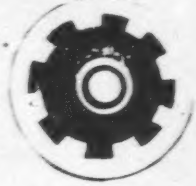

Jobs

___ Life Guard
___ Mason
___ Butcher
___ Composer
___ Newscaster
___ Landscaper
___ Surgeon
___ Accountant
___ Fish Farmer
___ Bus Driver
___ Child Care
___ Barber
___ Welder
___ Hotel Manager
___ Cashier
___ Forest Ranger
___ Hospital Orderly
___ Switcher
___ Aquanaut
___ Inventor
___ Fashion Designer
___ Minister
___ Restaurant Chef
___ Factory Engineer
___ Librarian
___ Stage Hand
___ Wheat Farmer

CAREER CLUSTER MATCHING SHEET

Place the number of the Career Cluster symbol by the matching cluster title and by the matching jobs belonging to that cluster.

Cluster Titles

9 Public Service

6 Environment

13 Health

14 Business and Office

12 Marine Science

3 Transportation

1 Consumer and Homemaking

15 Manufacturing

5 Personal Services

8 Hospitality and Recreation

11 Marketing and Distribution

10 Fine Arts and Humanities

2 [illegible] Business and [illegible] Resources

7 Communication and Media

4 Construction

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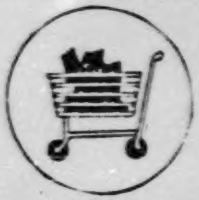

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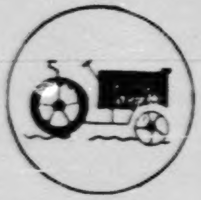

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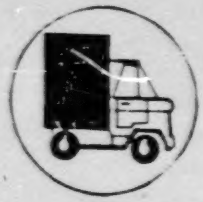

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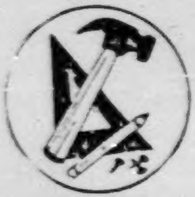

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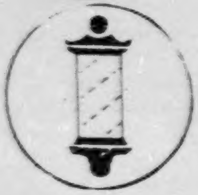

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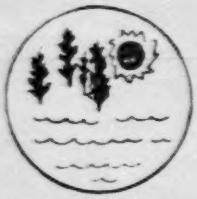

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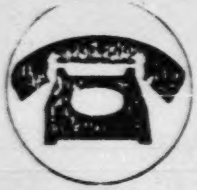

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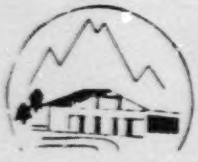

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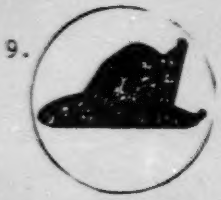

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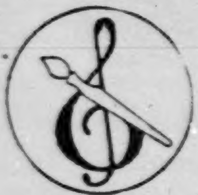

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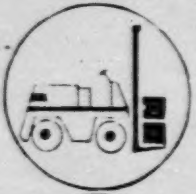

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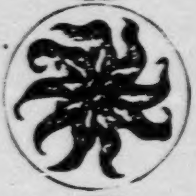

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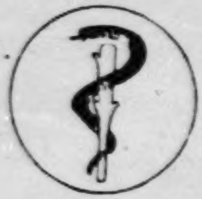

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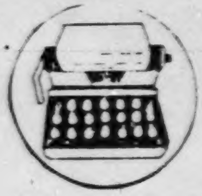

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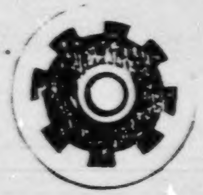


Jobs

9 Life Guard

4 Mason

2 Butcher

10 Composer

7 Newscaster

6 Landscaper

13 Surgeon

14 Accountant

12 Fish Farmer

3 Bus Driver

1 Child Care

5 Barber

15 Welder

8 Hotel Manager

11 Cashier

6 Forest Ranger

13 Hospital Orderly

3 Switcher

12 Aquanaut

14 Inventor

1 Fashion Designer

5 Minister

8 Restaurant Chef

15 Factory Engineer

9 Librarian

10 Stage Hand

DIRECTIONS FOR GAME

The object of the game is to call for cards from the other players to complete the set of four cards for each Career Cluster. Each time a player completes a set of four cards, the player should lay the set down.

The job listed at the top of the card is the card's title. The jobs listed at the bottom of the card are the card titles the player needs to call for from the other players. The symbol in the middle of the card stands for the "career cluster" that all of the jobs listed belong in. The cards should be well shuffled. Deal out four cards to each player. The rest of the cards are placed face down in the center of the group. A chosen player begins by calling for a card from another player. If the caller gets the card he calls for, he takes another turn. If he doesn't get the card, he draws one card from the card stack in the center of the group. If the player draws the card he called for, he continues to play until he doesn't receive the card he calls for. The player to his left then begins his turn.

The game is over when all of the cards have been drawn from the stack. The player with the most sets of cards wins.

Language Arts: Word recognition
Social Studies: Categorizing information
Math: Establishing sets

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will compare and contrast the essential characteristics of the different occupational clusters.

PERFORMANCE OBJECTIVE:

Given a set of Worker Cards, the student will sort them out according to like job functions. After the student has sorted the cards into as few categories as possible, the student will label each of his "clusters" of workers and explain why he sorted them together into that "cluster".

MATERIALS:

*Worker Cards (35)
*"Sort Out Directions"
Pencil
Paper Label

PREPARATION:

Cut cards apart, laminate and place in a learning center.

PROCEDURE:

Place the cards with direction in a center or give them to a student for independent work. After the student has completed the categorizing of the cards, have him/her explain his/her category clusters and justify them to you.

EVALUATION:

Check the work done by the student and listen to his/her rationale for categorizing as he/she did. If the groupings do not seem to have any discreteness or logic, work with the student on establishing similarities and differences among different job functions.

"SORT OUT DIRECTIONS"

Sort out the Worker Cards into jobs that are alike or or similar. (For example, skiing and baseball might go together because they are both outdoor sports occupations.) Try to put the cards into as few categories as possible.

After you have finished sorting the cards, give each category of jobs a name or a label.

Language Arts: Listening, word recognition,
vocabulary development
Social Studies: Analyzing relationships
Math: Addition

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will analyze the relationships between the various occupational clusters and/or jobs within clusters.

PERFORMANCE OBJECTIVE:

Given a card with two occupations, the student will verbally relate how the two occupations depend on each other.

MATERIALS:

*Career Ties Game Board
*Career Ties Game Cards (40)
*Career Ties Answer Key
*Student Evaluation Sheet
*Evaluation Answer Key
*Dice
Game Pieces (5)
Paper and pencil to keep score

PREPARATION:

The Career Ties Game is designed for three to five students. Place the materials necessary to play the game in a learning center. Place the Career Ties Cards face down. Each player picks a token and puts it at the STARTING LINE. Each player throws the dice and moves his token the number of spaces shown on the dice. He draws the top Career Ties Card from the pile. The player must tell how the two workers on the card depend on each other. If the player names at least one correct relationship, he gets the number of points shown in the box where he landed. If he is incorrect, he remains where he landed, but receives no points. The correct answers are on the Answer Key. The used Career Ties Card is returned to the bottom of the deck. The next player throws the dice and the game continues. The game ends when the first player reaches the STARTING LINE, or when the allotted time ends.

PROCEDURE:

After the game is played, each student should be able to complete the Student Evaluation Sheet.

EVALUATION:

The students should be able to complete the Student Evaluation Sheet with 80% accuracy. Informally check their work.

3414C

DOCTOR

NURSE

1

3414C

LAWYER

JUDGE

2

3414C

ENGINEER

DRAFTSPERSON

3

3414C

TEACHER

PRINCIPAL

4

3414C

BOOKING AGENT

ACTRESS/ACTOR

5

3414C

IRRIGATOR

WHEAT FARMER

6

3414C

COPY EDITOR

PROOFREADER

7

3414C

ARCHITECT

CONTRACTOR

8

3414C

FOREST RANGER

LUMBERJACK

9

3414C

DENTIST

DENTAL ASSISTANT

10

3414C

SECRETARY

BUSINESS MACHINE SERVICER

11

3414C

MARINE CONSERVATIONIST

COMMERICAL FISHER

12

3414C

RAILROAD ENGINEER

SWITCHER

13

3414C

GROCERY STORE MANAGER

FOOD CHECKER

14

3414C

PRODUCTION MANAGER

MOVING MACHINE OPERATOR

15

3414C

MINISTER

MARRIAGE COUNSELOR

16

3414C

RECREATION DIRECTOR

SNOW SKI INSTRUCTOR

17

3414C

HOTEL MANAGER

MAITRE DE

18

3414C

COFFEE SHOP MANAGER

SHORT ORDER COOK

19

3414C

HOME ECONOMIST

RECIPE WRITER

20

3414C

INTERIOR DECORATOR

FABRIC CONSULTANT

21

3414C

FACTORY ENGINEER

SHIFT SUPERVISOR

22

3414C

LIFE GUARD

CAMP COUNSELOR

23

3414C

SOCIAL WORKER

JUVENILE CASEWORKER

24

3414C

POLICE DETECTIVE

POLICE CHEMIST

25

3414C

PLAYWRIGHT

ACTRESS/ACTOR

26

3414C

SET DESIGNER

STAGE HAND

27

3414C

MEAT PACKING PLANT MANAGER

BUTCHER

28

3414C

NURSERY OWNER

FLORIST

29

3414C

CATTLE AUCTIONEER

RANCHER

30

3414C

COMBINE OPERATOR

GRAIN ELEVATOR OPERATOR

31

3414C

BUILDING INSPECTOR

ELECTRICIAN

32

3414C

X-RAY TECHNICIAN

SURGEON

33

3414C

EXCAVATOR

MASON

34

3414C

REFINERY SUPERVISOR

GAS TESTER

35

3414C

T. V. ANNOUNCER

TELEVISION NEWSWRITER

36

3414C

COMPOSITOR

BOOK BINDER

37

3414C

CIVIL ENGINEER

DRAFTSPERSON

38

3414C

AIRPORT MANAGER

PILOT

39

3414C

WAREHOUSE SUPERVISOR

SHIPPING AND RECEIVING CLERK

40

CAREER TIES ANSWER KEY

1. Doctor - diagnoses and tells nurse what medication, tools, etc., are needed.
   Nurse - performs tasks for doctor, acquires tools and gets patient ready for examination.

2. Lawyer - presents case.
   Judge - presides over case.

3. Engineer - designs material
   Draftsperson - draws up plans.

4. Teacher - carries out duties set up by principal.
   Principal - sets up duties to be carried out by teacher.

5. Booking Agent - goes out and hunts up places where actress/actor can perform.
   Actress/Actor - performs when and where agent has arranged.

6. Irrigator - installs equipment to water crops.
   Wheat Farmer - grows and harvests wheat.

7. Copy Editor - reads over articles written by newspersons and makes changes needed.
   Proofreader - makes sure there are no spelling or typesetting errors.

8. Architect - draws plans for buildings.
   Contractor - person who employs the people who build bridges, buildings, and highways.

9. Forest Ranger - patrols the forests.
   Lumberjack - cuts down and hauls trees.

10. Dentist - cares for the health of teeth and gums.
    Dental Assistant - acquires tools, performs tasks for dentist and prepares patient for examination.

11. Secretary - performs office skills.
    Business Machine Servicer - tends to the upkeep, and repairs machines.

12. Marine Conservationist - tends to the welfare and safety of marine life.
    Commerical Fisher - catches seafood for a living.

13. Railroad Engineer - operates locomotive.
    Switcher - directs railroad engineers in terminals and routes.

14. Grocery Store Manager - tends to the general operation and business of a grocery store.
    Food Checker - totals a customer's grocery bill on the cash register.

15. Production Manager - analyzes output and operation of manufacturing.
    Moving Machine Operator - operates machinery.

16. Minister - person who is authorized to conduct religious services.
Marriage Counselor - person authorized to counsel married couples.

17. Recreation Director - plans and coordinates physical and social activities.
Snow Ski Instructor - teaches snow skiing.

18. Hotel Manager - supervises the business and services of a hotel.
Maitre De - supervises all the waiters and waitresses.

19. Coffee Shop Manager - supervises the business and services of a coffee shop.
Short Order Cook - prepares food orders of customers.

20. Home Economist - specializes in all phases of homemaking.
Recipe Writer - creates and tests different combinations of ingredients.

21. Interior Decorator - plans and sometimes carries out the decor of rooms and buildings.
Fabric Consultant - advises people as to the use, availability, endurance, etc., of fabrics.

22. Factory engineer - supervises the design and installation of systems of personnel, materials, machinery and equipment.
Shift Supervisor - person responsible for the supervision of that particular shift.

23. Life Guard - supervises activities and safety rules of a water recreation area.
Camp Counselor - person responsible for the safety and welfare of people at a camp.

24. Social Worker - person renders assistance to individuals and groups with personal problems.
Juvenile Caseworker - person renders assistance to young people with personal problems.

25. Police Detective - investigates and solves criminal cases.
Police Chemist - examines and gives reports on evidence.

26. Playwright - writes the script for plays.
Actress/Actor - person who takes part in a performance.

27. Set Designer - Designs the scenery for a production.
Stage Hand - performs tasks of arranging scenery, equipment, etc., for production.

28. Meat Packing Plant Manager - supervises the operation of slaughtering, butchering, and general processing of a meat packing plant.

Butcher - cuts animal carcass into specific pieces.

29. Nursery Owner - raises many types of plants and flowers.
Florist - designs floral pieces and sells plants and flowers.

STUDENT EVALUATION SHEET

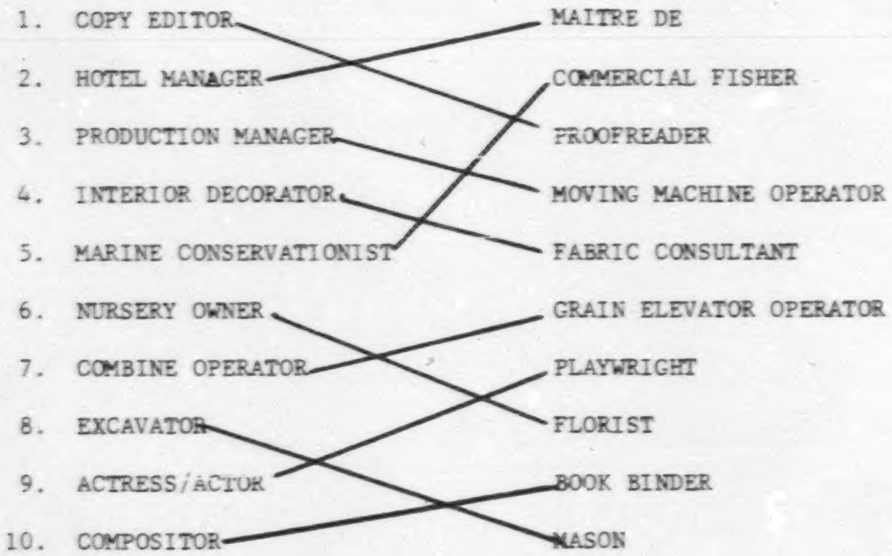
DIRECTIONS: Draw lines from the end of the words on the left that have a relationship to the occupation on the right.

1. COPY EDITOR
2. HOTEL MANAGER
3. PRODUCTION MANAGER
4. INTERIOR DECORATOR
5. MARINE CONSERVATIONIST
6. NURSERY OWNER
7. COMBINE OPERATOR
8. EXCAVATOR
9. ACTRESS/ACTOR
10. COMPOSITOR

MAITRE DE
COMMERCIAL FISHER
PROOFREADER
MOVING MACHINE OPERATOR
FABRIC CONSULTANT
GRAIN ELEVATOR OPERATOR
PLAYWRIGHT
FLORIST
BOOK BINDER
MASON

EVALUATION ANSWER SHEET

DIRECTIONS: Draw lines from the end of the words on the left that have a relationship to the occupation on the right.



1.	COPY EDITOR	MAITRE DE
2.	HOTEL MANAGER	COMMERCIAL FISHER
3.	PRODUCTION MANAGER	PROOFREADER
4.	INTERIOR DECORATOR	MOVING MACHINE OPERATOR
5.	MARINE CONSERVATIONIST	FABRIC CONSULTANT
6.	NURSERY OWNER	GRAIN ELEVATOR OPERATOR
7.	COMBINE OPERATOR	PLAYWRIGHT
8.	EXCAVATOR	FLORIST
9.	ACTRESS/ACTOR	BOOK BINDER
10.	COMPOSITOR	MASON

Language Arts: Alternatives and vocabulary development 3414D

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will evaluate his/her own abilities, interests, and skills in relation to the occupational clusters.

PERFORMANCE OBJECTIVE:

Given the "I'd Rather Be" sheet, the student will select an alternative for each item.

MATERIALS:

Learning Activity #1
*Career Cluster Decision Chart
*Information Sheet
Learning Activity #2
*More or Less Game Cards (22)
Learning Activity #3
*Master Copy of "I'd Rather Be" (3 sheets)

PREPARATION:

Learning Activity #1 is designed for the entire class. You will need one Career Cluster Decision Chart and an Information Sheet.

Learning Activity #2 can be played with large or small groups. You will need a set of 22 cards.

Learning Activity #3 requires duplication of as many of the "I'd Rather Be" sheets as needed.

PROCEDURE:

Learning Activity #1 - Place Career Cluster Decision Chart where students can see it and explain that jobs can be put into various clusters. Let students choose jobs to learn about. The Information Sheet can be used to help them learn about the various jobs.

Learning Activity #2 - Place the More and Less Game Cards where students can see them. Remaining cards should be passed out in sets. Children receiving a set or sets should decide which he likes more and which less. The cards are placed under the More or Less Game Cards as children are called on.

Learning Activity #3 - Each child will be given the "I'd Rather Be" sheets and should follow the instructions given.

EVALUATION:

The students will be able to complete the "I'd Rather Be" sheet. There will be no right or wrong answers.

ACTIVITY #1
Information Sheet for

Decision
Cluster
Career

Explanation of the Career Categories

Salary - Tells you the average pay per year, after the necessary Educational Requirements are met. Salaries for some careers will rise after a few years of experience in the career.

Educational Requirements

No high school - diploma not necessary
High School - diploma generally required
Formal training - apprenticeship, business or technical school, or junior college required
Bachelor - one college degree required
Graduate - master's or doctoral degree required

Job Location

Scattered - Jobs all over the United States
Concentrated - jobs only in certain locations

Employment Outlook

Slow - few openings
Moderate - more than few
Favorable - job opportunities available
Rapid increase - new positions developing every year
Excellent - many openings in the near future

Compulearn Composite

Fair - will be a few disadvantages to this career
Good - good facts outweigh the bad facts in this job
Excellent - most aspects of this job are good

SERVICE

Barber
$5000 - $7000
Formal training
Scattered
Slow
Good

Beauty Operator
$7500 - 10,000
Formal training
Scattered
Favorable
Good

Librarian
$7500 - 10,000
Graduate work
Scattered
Favorable
Good

Teacher - Elementary
$7000 - $10,000
Bachelor's degree
Scattered
Slow
Good

HEALTH

Dentist
$20,000 and above
Graduate work
Concentrated
Favorable
Excellent

Nurse
$7000 - $10,000
Formal training
Scattered
Rapid
Excellent

Psychologist
$10,000 - $60,000
Graduate work
Scattered
Excellent
Excellent

Dietician
$7000 - $10,000
Bachelor's degree
Scattered
Rapid
Excellent

Physician
$20,000 and up
Graduate work
Scattered
Rapid
Excellent

Veterinarian
$20,000 and up
Graduate work
Scattered
Favorable
Good

COMMUNICATION

Newspaper Reporter
$5000 - $7000
Bachelor's degree
Scattered
Favorable
Good

Radio/T.V. Announcer
$7000 - $10,000
High School
Scattered

Excellent

CONSTRUCTION

Architect
$20,000 and up
Bachelor's degree
Scattered
Rapid
Good

Carpenter
$10,000 - 20,000
Formal training
Scattered
Rapid
Excellent

Bricklayer
$10,000 - $20,000
Formal training
Scattered
Rapid
Excellent

Electrician
$10,000 - $20,000
Formal training
Scattered
Rapid
Excellent

Painter
- $7000 - $10,000
- Formal training
- Scattered
- Rapid
- Excellent

Plumber
- $10,000 - $20,000
- Formal training
- Scattered
- Rapid
- ---------

TRANSPORTATION

Bus Driver
- $7000 - $10,000
- No high school
- Scattered
- Slow
- Excellent

Pilot
- $10,000 - $20,000
- High School Diploma
- Concentrated
- Rapid
- Good

Taxi Driver
- $5000 - $7000
- No high school
- Concentrated
- Rapid
- Good

Truck Driver
- $10,000 - $20,000
- No high school
- Scattered
- Moderate
- Excellent

NATURAL RESOURCES

Farmer (Dairy)
- $10,000 - $20,000
- No high school
- Concentrated
- Slow
- Good

Forest Ranger
- $6000 - $10,000
- Bachelor's degree
- Scattered
- Moderate
- Good

I'D RATHER BE

1. A person working on a woman's hair.

   A person talking to a patient.

2. A person driving a bus.

   A person writing on a piece of paper who is watching the Indianapolis 500.

3. A person in a plane.

   A person hammering on the frame of a house.

4. A person painting a house.

   A person working on someone's teeth.

5. A person writing on a chalkboard.

   A person with a herd of cows.

6. A person in a forest ranger suit standing by a parked car in a forest area.

   A person who works in a library.

7. A person on a plow.

   A person talking into a microphone.

8. A person driving a truck.

   A person giving a dog a shot.

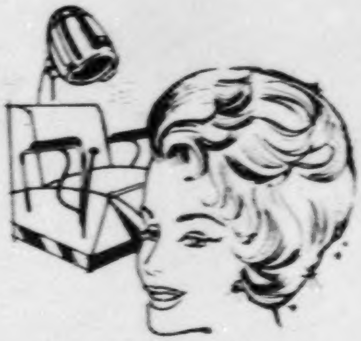
9. A person with a plunger working on a kitchen sink.

   A person in a nurse's uniform holding a child.

Look over each of the following sets. For each set, which one would you rather be? Circle your choice.

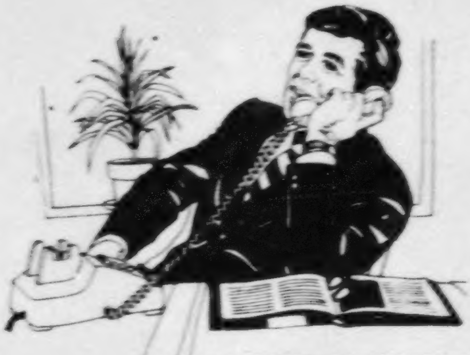
I'D RATHER BE

1.



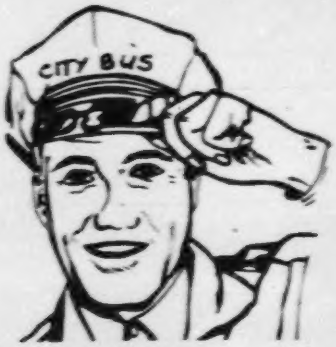
BEAUTY OPERATOR

OR



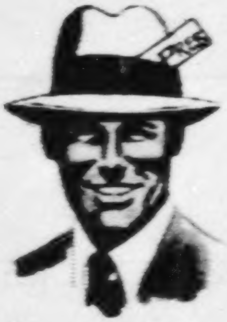
PSYCHOLOGIST

2.



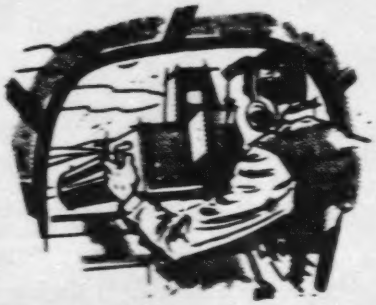
BUS DRIVER

OR



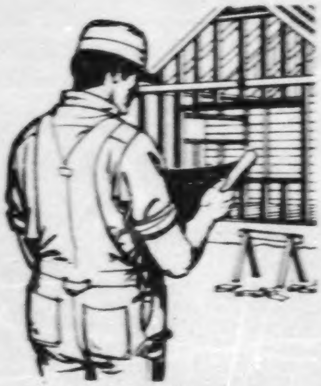
NEWSPAPER REPORTER

3.



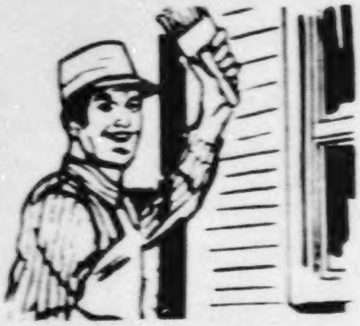
PILOT

OR



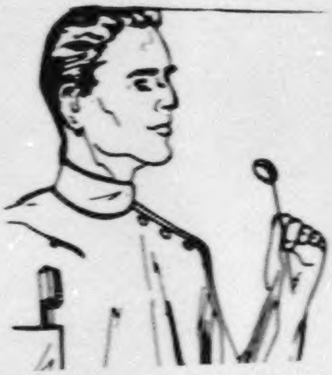
CARPENTER

4.



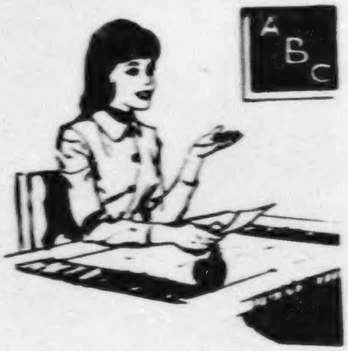
PAINTER

OR



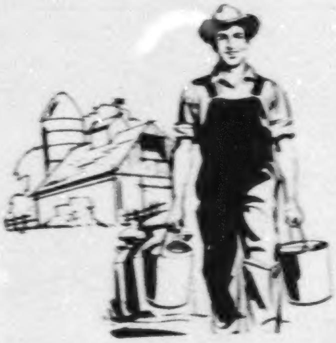
DENTIST

5.



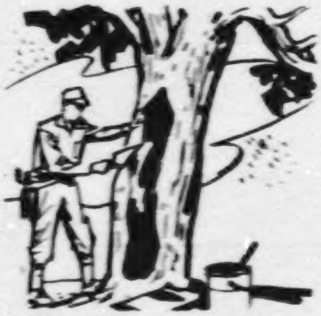
TEACHER

OR



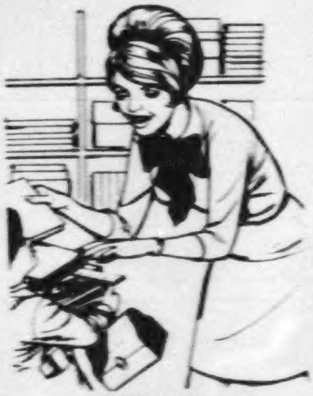
DAIRY FARMER

6.



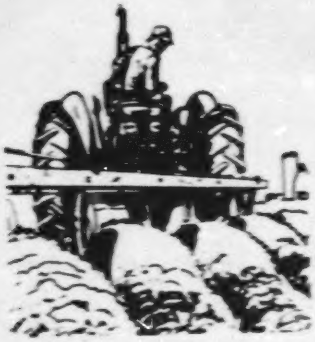
FOREST RANGER

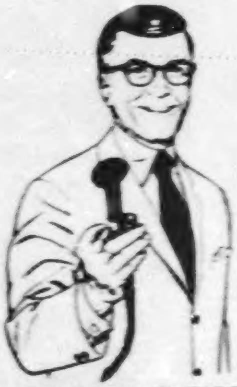
OR



LIBRARIAN

7.





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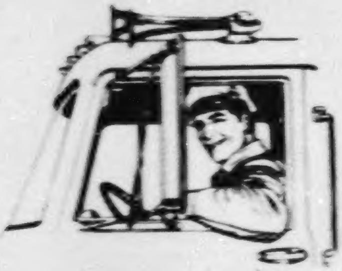
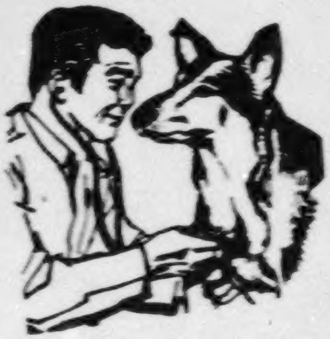
8.



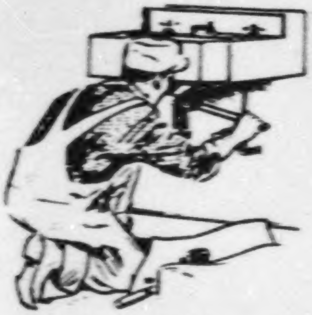
TRUCK DRIVER

OR



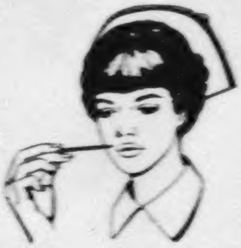
VETERINARIAN

9.



PLUMBER

OR



NURSE

Career Education Curriculum Consortium
July 1974

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
1. People work for various rewards and satisfactions A The student will identify a variety of reasons why people work B The student will compare reasons why people work in different situations C The student will analyze the behaviors of workers and infer why they are working D The student will evaluate his/her own reasons for working in given settings	respect pride money social (family, peer, community) pressure security grades/points recognition prestige enjoyment
2. Education and training are required for most work A The student will identify the formal and informal educational requirements for specific occupations and identify the educational resources available to help him/her prepare for work B The student will compare and contrast the educational requirements for different occupations as well as the educational resources available for preparing for certain occupations C The student will analyze opportunities afforded by each of the educational resources in relation to specific occupations D The student will evaluate the educational options available in relation to his/her personal objectives and needs	formal education informal education skills apprenticeships internships community resources accreditation/ credentials continuous learning
3. Specialization results in interactions and interdependencies among workers A The student will identify different work roles and their interrelatedness in given specialized work situations B The student will compare and contrast the types of interdependencies in given specialized work situations	specialization interdependence roles technology productivity division of labor synergism

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
C The student will analyze the interdependent roles and interrelationships in given specialized work settings	
D The student will evaluate the degree of specialization best suited to himself/herself and or a specific work setting	
D The student will evaluate the effects of specialized roles on a whole product, process, or interaction	
4. Different occupations require different abilities, skills, and interests	basic job acquisition skills (job finding, application, interviewing, etc.) abilities interests skills
A The student will identify some universal abilities, skills, and interests required for engaging in successful work activities	
A The student will identify specific abilities, skills, and interests required for specific occupations	
B The student will compare the abilities, skills, and interests required for the different occupations	
C The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations	
D The student will evaluate his/her own abilities, skills, and interests in relation to different occupational opportunities	
5. Career development is a life-long process	family peers community personal evolution job changes exploration avocations luck / chance adaptation vocations interests sex education values abilities
A The student will identify the determinants of career development	
B The student will compare and contrast determinants as they affect individuals in their career development	
C The student will analyze a career path in relation to its determinants	
D The student will evaluate and select the determinants that will positively affect his/her own career path	

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
6. Each person is valuable and can be a worthwhile worker A The student will identify the positive contributions made by himself/herself and/or others in a given work setting B The student will compare and contrast the different contributions made by different individuals in a given work setting C The student will analyze, in a given work setting, the variety of contributions made by all individuals involved D The student will evaluate the effect that one person (self or other) has on a given groups interaction or task	self worth dignity individual contribution individual potential
7. Every occupation contributes to society A The student will identify the contributions of different occupations to society B The student will compare and contrast the contributions made by different occupations to society C The student will analyze the contributions made to our society by specializations within the economy. D The student will evaluate which occupations would be needed to achieve certain objectives	goods services public welfare interdependence dignity of all workers planning public sector of economy private sector of economy
8. A person may be suited for several different occupations, and different levels of performance in that occupational area A The student will identify a cluster of occupations that require similar skills A The student will identify the range of performance, competence, and responsibility in different occupational areas B The student will compare and contrast the range of performance and responsibility in given occupations D The student will evaluate his/her opportunities in relation to potential and capacities	skills abilities interests adaptability competence responsibility potential personal goals

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
9. Choice of career usually involves an optimization of greater and lesser needs	self work leisure family/peers citizenship goal selections risk-taking decision-making relative values individual responsibilities consequences career planning
A The student will identify the components (positive and negative aspects) of a career-related decision	
B The student will compare and contrast the consequences of different career decisions	
C The student will analyze the components of a career-related decision in terms of projected consequences	
D The student will evaluate the alternatives in a career-related decision to produce an optimal decision in relation to his/her personal needs, values, and aspirations	
10. Getting along with people is an important part of a successful career	human relations skills communication skills respect empathy
A The student will identify some human relations and communication skills that are important to a successful career	
B The student will compare and contrast the settings in which specific human relations and communication skills are most appropriate for productive results	
C The student will analyze a situation and determine the human relations and communication skills most appropriate for achieving positive results	
D The student will evaluate his/her own competencies in human relations and communications skills in a variety of settings	
11. Different job functions require different clothing, equipment, instruments, and/or tools	specialization clothing tools equipment technology
A The student will identify the clothing, equipment, instruments, and/or tools related to different occupations	
B The student will compare and contrast the different functions of different clothing, tools, equipment, and instruments in a variety of occupations	

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
[illegible] The student will analyze an occupational task and determine the clothing, tools, equipment, and/or instruments necessary for those tasks	
[illegible] The student will evaluate the efficiency and effectiveness of different clothing, tools, equipment, and/or instruments for different occupational tasks	
12. Geography and environment influence the world of work	economic resources natural resources culture/hsitory technology
A The student will identify the geographic and environmental factors that are in operation in a given setting	
B The student will compare different sets of geographic and environmental factors in relation to the kinds of occupational opportunities found	
C The student will analyze geographic and environmental factors and infer the kinds of work available or desirable there	
D The student will evaluate the potential of a geographic and environmental setting as it relates to personal occupational aspirations and potential	
13. Changing social and technological conditions affect careers and career opportunities	social change technological change civil rights laws/enforcement mobility "progress" history cultural mores supply and demand
A The student will identify how career patterns change and the social and technological factors inherent in those changes	
B The student will compare and contrast the effects of different technological and social factors on careers	
C The student will analyze the effects of specific technological and social changes on a particular settings and its occupants	
D The student will evaluate the worth and merit of particular technological and social changes as they relate to his/her own career and to the total community	

GENERALIZATIONS AND OBJECTIVES

14. Different occupations are related in many ways

- A The student will identify the different occupational clusters, and the jobs withing those clusters
- B The student will compare and contrast the essential characteristics of the different occupational clusters
- C The student will analyze the relationships between the various occupational clusters and/or jobs within clusters
- D The student will evaluate his/her own abilities, interests, and skills in relation to the occupational clusters

CONCEPTS

career clusters
career functions
interdependence

ACKNOWLEDGMENTS

Workshop Participants

Dorothy Adams
Katy J. Bevill
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Meribel H. Cockerill
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PROBLEM
MAY WE HE ?

THE FEEDBACK SYSTEM

As with any new curriculum we anticipate some problems. In order for the CEAK program to be successful in the future we must have a means for revising the materials after the field test--hence, this feedback system.

You are the key to the system. As the person utilizing the kit you are the only one who can assess the kit's value for your students. Without your feedback, upgrading the materials will be impossible.

The check list on the following page is designed to gather pertinent information in the least amount of time. We estimate a maximum of 5 minutes per check list. Please complete one check list for each coded activity.

After completing the check list, insert it in the miscellaneous section of your handbook. Periodically during the field test, the check lists will be gathered and tabulated. At the end of the field test we will use your suggestions to revise the CEAK program for district wide dissemination.

If problems occur that require immediate attention, we want to help. When you need help call:

Ken Best
Coordinator, Career Education
268-7845 office
684-5931 home

CEAK Feedback System

Teacher Check List

Teacher______________________________________School_______________

Activity Code______________________________________Grade_______________

Directions: Place a check mark where appropriate. When specific information is requested please be as concise as possible.

1. How much time was required to prepare for the activity?

____ no advance preparation
____ 15 to 30 minutes
____ 45 to 60 minutes
____ up to 15 minutes
____ 30 to 45 minutes
____ more than 60 minutes

2. Can you suggest ways to shorten the preparation time?________________________

____

____

3. How much time was required to teach this activity?

____ up to 15 minutes
____ 15 to 30 minutes
____ 30 to 45 minutes
____ 45 to 60 minutes
____ more than 60 minutes

4. Please circle the number below that best indicates the students' response.

Inattentive Boxed-Dull		About Average		Attentive and Enthusiastic
1	2	3	4	5

5. Please identify why the children did or did not enjoy the activity.__________

____

____

6. Was the vocabulary in the activity:

Too Difficult		At the Student's Level		Too Easy
1	2	3	4	5

7. Please identify vocabulary that was:

Too Difficult	Too Simple

8. Were the materials provided for the activity:

Poor		Fair		Excellent
1	2	3	4	5

9. Can you identify reasons why the materials were particularly effective or ineffective?

10. Were the directions for this activity:

unclear/confusing		OK		very clear and direct
1	2	3	4	5

11. If unclear please identify.

12. Please include any other information you think will be helpful.